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ABSTRACT

This handbook forms the guideline for Ontario facilities of education as they prepare for accreditation reviews in the spring of 2000. The handbook also helps members of the accreditation panels with their work at individual pilot sites. The 8 parts are: (1) "Introduction"; (2) "Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession"; (3) "Internal Appraisal"; (4) "Teacher Education Advisory Committee for Pre-Service Teacher Education Programs"; (5) "Documents"; (6) "The Accreditation Panel"; (7) "On-Site Panel Visit"; (8) "The Accreditation Recommendation and Follow-Up Procedures for a Pre-Service Teacher Education Program Award"; (9) "Appeal Procedures"; and (10) "Disclosure of Accreditation Results." Seven appendixes include excerpts from the education legislation; exhibits room guideline; Accreditation Panel's schedule (a sample outline); the Accreditation Report outline; statistical forms to accompany documents; glossary of terms; and resource documents. (SM)

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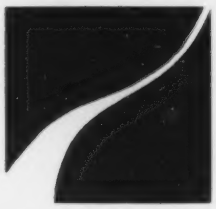

Ontario College of Teachers
Ordre des enseignantes et des enseignants de l'Ontario

Pre-service Teacher Education

INITIAL ACCREDITATION HANDBOOK

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Ontario College of Teachers

Pre-service Teacher Education

INITIAL ACCREDITATION HANDBOOK

Third Edition

1999/2000

September 1999

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The Ontario College of Teachers, and particularly the Accreditation Unit of the Professional Affairs Department are thankful to the following individuals who assisted with the development of this initial Pre-service Teacher Education Accreditation Handbook. Those who helped to shape the process and program criteria are to be commended for their task-oriented attitude and conscientious attention to detail.

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The Faculties of Education:

1997/1998	1998/1999	1999/2000
Laurentian University	University of Ottawa ▪ English Language Program ▪ French Language Program	Brock University
Nipissing University		Lakehead University
Queen's University	University of Windsor	Ontario Institute for Studies in Education of the University of Toronto
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The procedures outlined in the Pre-service Teacher Education Initial Accreditation Handbook 1999/2000 will be used for the accreditation review at the designated pilot sites in the spring of 2000. As a work in progress, the contents of the handbook will be reviewed and revised in consultation with all partners following this round of accreditation reviews.

In memoriam...

The Ontario College of Teachers recognizes the vision and commitment of **Dr. Janice Thomson**, first manager of the Accreditation Unit in the Professional Affairs Department. It was Janice's inspiration, enthusiasm, and strategic planning which enabled the Accreditation Committee to implement the pre-service teacher education initial accreditation process in the first year of operation of the College. With Janice's untimely death in May 1999, the College lost a leader whose career had been devoted to improving education in Ontario, and whose legacy lives on in the work of the Professional Affairs Department.

Table of Contents

Purpose of the Handbook 1

Part 1 Introduction

Background 1
Process 1
Accreditation Process Timeline, 1999/2000 2
Accreditation Process Flow Chart for Faculty of Education 4

Part 2 Standards of Practice for the Teaching Profession & The Ethical Standards for the Teaching Profession

Self Regulation and *Standards of Practice for the Teaching Profession* 5
Principles 6
Purposes 7
Standards of Practice for the Teaching Profession 8
Key Elements 9
Ethical Standards for the Teaching Profession 14

Part 3 Internal Appraisal

Conceptual Framework 15

Part 4 Teacher Education Advisory Committee for Pre-service Teacher Education Programs

Original Committee Membership 16
Role of the Teacher Education Advisory Committee and the Ontario College of Teachers 16
New Committee Membership During Initial Accreditation Period 17
Frequency of Meetings 17

Part 5 Documents

Document Organization for Pre-service Accreditation 18
Design of Program 18
Delivery of Program 20
Teacher Candidates 22
Faculty of Education Personnel 23
Faculty of Education Governance 24

Part 6 The Accreditation Panel

Role of the Accreditation Panel 26
Responsibilities of Panel Members 26

Role of the Program Officer with the Accreditation Panel 26
Composition and Selection 26
External Representatives 27
Faculty Nominated 27
Ontario College of Teachers Representative 27
Conflict of Interest Guidelines for
Ontario College of Teachers Representative 27
Confidentiality 28

Part 7 On-Site Panel Visit

The Bylaws of the Ontario College of Teachers -5.03 -(e) 29
Purpose of the On-Site Visit 29
Description of Duties 29
On-Site Visit Timeline 31
The Faculty of Education's Rejoinder 31

Part 8 The Accreditation Recommendation & Follow-up Procedures for a Pre-service Teacher Education Program Award

Language 32
Decision 32
Programs Awarded "Initial Accreditation Granted with Conditions" 33
The Action Plan 33
The Award Progress Report 33
Removal of Condition 33
Programs awarded "Initial Accreditation Not Granted" 34

Part 9 Appeal Procedures

Process 35
The Bylaws of the Ontario College of Teachers 35

Part 10 Disclosure of Accreditation Results

The Accreditation Report 36
Publication of Results 36
Confidential Information 36
Disclosure of Results After June 2000 37

Appendices

I. Excerpts from the Education Legislation 39
II. Exhibits Room Guideline 43
III. Accreditation Panel's Schedule: A Sample Outline 45
IV. The Accreditation Report Outline 46
V. Statistical Forms to Accompany Documents 47
VI. Glossary of Terms 55
VII. Resource Documents 60

Part 1
Introduction

Purpose of the Handbook

This handbook forms the guideline for faculties of education as they prepare for the accreditation reviews in the spring of 2000. The handbook will also assist members of the accreditation panels with their work at individual pilot sites.

Background

At the Ontario College of Teachers, **accreditation** is a status granted to an educational program that has been found to meet or exceed the criteria developed for the profession by the profession. The College has been mandated to "accredit professional teacher education programs offered by post-secondary educational institutions" (*Ontario College of Teachers Act, 1996*). Accreditation of pre-service teacher education programs by the College will:

(a) assure the quality and consistency in the academic preparation of teachers
(b) ensure that programs are reflecting changes in knowledge and practice
(c) assure that the indicators established in support of the *Standards of Practice for the Teaching Profession* are demonstrated in the programs
(d) assist in the continuous improvement of the programs
(e) provide a means for the participation of practitioners in setting the requirements to enter the profession
(f) provide public accountability of the programs.

Process

Accreditation is an on-going, cyclical process, designed to facilitate the continuous improvement of a pre-service teacher education program. Any program, however excellent, is capable of improvement which must come from the program's own clear identification and understanding of its strengths and weaknesses. Accordingly, the College pre-service teacher education accreditation process consists of these parts:

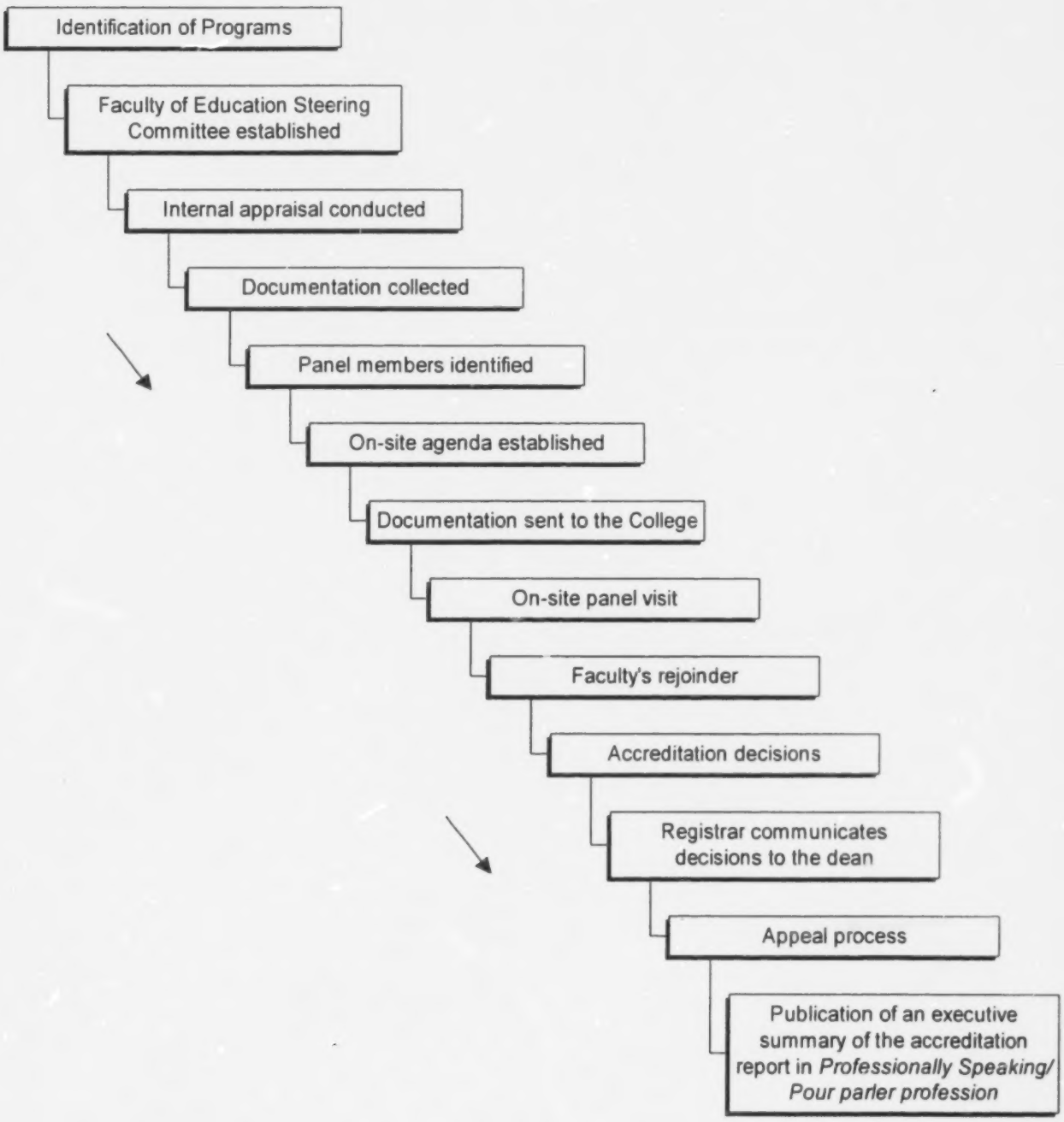
(a) the preparation by the faculty of education of an **internal appraisal**;
(b) the **collection of documentation** to support the *Standards of Practice for the Teaching Profession;*
(c) an **on-site panel visit** by the Accreditation Panel.

Accreditation Process Timeline, 1999/2000

March 1999	University programs are identified for initial accreditation, 1999/2000.
June 1999	An agreement is signed between the dean and the College. Dates are requested for the on-site visit.
Summer 1999	A program officer is assigned to the faculty of education for preparation of the accreditation on-site visit.
June-November 1999	The faculty conducts an internal appraisal and begins the collection of documents.
September 1999	The faculty sends a list of five university nominees to the College.
	The Accreditation Committee identifies panel members from the Accreditation Committee members.
October 1999	The Accreditation Committee identifies external panel members.
December 1999	Dates of panel visits are published in *Professionally Speaking/Pour parler profession* with an invitation to College members and members of the public to comment on or make a presentation about the faculty under review.
December 1999	The on-site agenda is established for the panel visit.
December 1999 - March 2000	Program documents are sent to the College, and then distributed to panel members.
January 2000 - March 2000	Panel training and pre-visit meeting to review documentation takes place.
January 2000 - March 2000	The faculty advertises the dates of the on-site visit at least 30 days before the visit. A copy of the communication (media release, advertisement, etc.) is sent to the College.
February/March/April 2000	The panel on-site visit is conducted.
March/April 2000	The panel meets to finalize the report.

March/April 2000	Sections 1, 2 and 3 and appendices of the panel's report are sent to the dean of the faculty of education.
March/April 2000	The faculty may submit a rejoinder to correct inaccuracies of Sections 1, 2 and 3 and appendices of the panel's report.
June 2000	The Accreditation Committee meets to receive the panel report, and determines the accreditation award to be forwarded to the Registrar.
June 2000	The Registrar communicates the decision of the Accreditation Committee to the dean of education.
June /July 2000	Accreditation Unit staff members are available for follow-up as requested.
June 2000	The faculty may start the appeal process, if necessary.
September 2000	The Accreditation Committee's executive summary including recommendations and the accreditation award is made available for publication in *Professionally Speaking/Pour parler profession*.
September 2000	The College Council receives the panel reports, the faculty rejoinders, the Accreditation Committee reports and the award decisions in confidence.

Accreditation Process Flow Chart for Faculty of Education


Identification of Programs
Faculty of Education Steering Committee established
Internal appraisal conducted
Documentation collected
Panel members identified
On-site agenda established
Documentation sent to the College
On-site panel visit
Faculty's rejoinder
Accreditation decisions
Registrar communicates decisions to the dean
Appeal process
Publication of an executive summary of the accreditation report in *Professionally Speaking/ Pour parler profession*

Part 2

Standards of Practice for the Teaching Profession

The document *Standards of Practice for the Teaching Profession* [1] was approved in principle by the Council of the Ontario College of Teachers on December 10, 1998.

Self-Regulation and Standards of Practice

The Ontario College of Teachers is the self-regulatory body for the teaching profession in Ontario.

A self-regulatory body must be able to articulate what it is that makes that professional body unique. In the case of the Ontario College of Teachers, it means answering the question "What does it mean to be a teacher?" Professional self-regulatory bodies use the term "standards of practice" to refer to the descriptors that answer this question. For the teaching profession, this description includes statements about students and student learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning.

The standards of practice for the teaching profession provide the foundation for pre-service and in-service programs accredited by the Ontario College of Teachers.

This means that the Ontario College of Teachers has now assumed, through legislation, the responsibility for the accreditation of pre-service teacher education programs at the faculties of education in Ontario universities. (See Appendix I, pages 39-42, Excerpts from the *Ontario College of Teachers Act*)

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[1] *Standards of Practice for the Teaching Profession, January, 1999*

Principles

The standards of practice for the teaching profession were developed to support these principles.

The standards of practice describe what it means to be a member of the teaching profession in Ontario.

This description highlights, in a general way, the knowledge, skills and values that are inherent to the teaching profession. They articulate the goals and aspirations of a profession with a mandate to foster student learning. Members of the College, as members of the teaching profession, foster student learning through a variety of roles in education.

The standards of practice are reflective of the beliefs and values of the participants in the process used to develop and refine the standards of practice.

The standards of practice were developed with input from members of the College and the public. The participants in the development process recognized the contribution the teaching profession makes to Ontario society. These participants highlighted the need to ensure that professional learning programs accredited by the College are based on the standards of practice and that these programs prepare members of the profession to meet the challenge of preparing students to be contributing members of Ontario society.

The standards of practice recognize and value diversity in teaching.

The description of what it means to be a member of the teaching profession recognizes that effective teaching requires the use of a range of teaching styles and techniques. These variations afford teachers the opportunity to make choices, accommodate change, and meet student needs.

The standards of practice are based on the premises that personal and professional growth is a developmental process and that teachers move through a variety of career and life stages.

Standards of practice provide the foundation for ongoing professional growth through the professional learning programs accredited by the Ontario College of Teachers. Teacher candidates in a pre-service program are involved in professional learning based on the standards of practice at a level appropriate for beginning teachers. Candidates in the Principal's Qualifications Program engage in professional learning based on the standards of practice as well – but from a school administration perspective. Participants in the Supervisory Officer's Qualifications Program will see the standards of practice from a system perspective. Participants in the Additional Qualification Course for Special Education experience professional learning based on the standards of practice and highlighting the needs of exceptional students.

Teachers, as they move through different career and life stages, will engage in a variety of professional learning activities. The basis for this professional learning will be the standards of practice for the teaching profession.

The standards of practice for the teaching profession are interdependent.

The question "What does it mean to be a teacher?" generates multiple responses. Focusing on a single area of the standards of practice does not address the complexity of the teaching profession.

The Ontario College of Teachers recognizes the contribution the teaching profession makes to the future of Ontario society. Members of the College also recognize that the teaching profession can not carry this responsibility alone. In order to ensure that Ontario students are well prepared to meet the challenges of the future, the teaching profession needs the support of government, employers, parents, students and the Ontario public-at-large. As individuals, and through our respective organizations, all must work together to create classrooms, schools and education systems where the teaching profession is able to work toward the goals and aspirations outlined in the standards of practice for the teaching profession.

Purposes

The standards of practice for the teaching profession have been developed to serve a range of purposes. The standards of practice will:

- focus on the responsibility of the teaching profession to enhance student learning;
- provide a common understanding of what makes "being a teacher" a unique professional experience;
- clarify the knowledge, skills and values implicit in the practice of teaching;
- provide the basis for ongoing personal and professional growth and the accreditation of professional learning programs;
- represent the aspirations and goals of the teaching profession;
- enhance the dignity of the teaching profession;
- acknowledge the contribution the teaching profession makes to Ontario society; and
- assist the College in fulfilling its mandate to govern the practice of teaching in the public interest.

Note:

All members of the College should be able to "see" the work they do described in these standards of practice.

The standards are not intended to be the criteria for the ongoing performance appraisal of individual members of the College. Performance appraisal remains the responsibility of the employer. In publicly funded systems, these responsibilities are outlined in the *Education Act* and Regulation 298 under the *Education Act*.

Standards of Practice for the Teaching Profession

The following **five statements** comprise the standards of practice for the teaching profession. The key elements expand on these statements.

Commitment To Students And Student Learning

Teachers demonstrate care for and commitment to students. They are dedicated to engaging and supporting student learning. Teachers treat students equitably and with respect. They encourage students to grow as individuals and as contributing members of society. Teachers assist students to become life-long learners.

Professional Knowledge

Professional knowledge is the foundation for teaching practice. Teachers know the curriculum, the subject matter, the student, and teaching practice. They know education-related legislation, methods for communication, and ways to teach in a changing world.

Teaching Practice

Teachers apply professional knowledge and understanding of the student, curriculum, teaching and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. Teachers modify and refine teaching practice through continuous reflection.

Leadership and Community

Teachers are educational leaders who create and sustain learning communities in their classrooms, in their schools, and in their profession. They collaborate with their colleagues and other professionals, with parents, and with other members of the community to enhance school programs and student learning.

Ongoing Professional Learning

Teachers are learners who acknowledge the interdependence of teacher learning and student learning. Teachers engage in a continuum of professional growth to improve their practice.

Key Elements

Commitment to Students and Student Learning

1. Demonstration of care and commitment

Teachers:

(a) use the curriculum and available resources to support students in their learning;
(b) model for students the curiosity, enthusiasm and joy of learning;
(c) help students appreciate their own identity, to learn more of their cultural heritage, and to build self-esteem;
(d) demonstrate concern for student character, peer relationships, and personal aspirations; and
(e) reinforce the rights and responsibilities students have as citizens.

2. Support for student learning

Teachers:

(a) understand and use a range of teaching methods to address learning, cultural, spiritual, and language differences, and family situations;
(b) develop programs for students that incorporate a knowledge and understanding of human development and learning theory; and
(c) use a variety of available resources to support curriculum expectations.

3. Equitable and respectful treatment

Teachers:

(a) accommodate the differences in students and respect their diversity;
(b) help students to connect learning to their own life experiences and spiritual and cultural understandings; and
(c) provide a range of ways for students to demonstrate aptitudes, abilities and learning.

4. Growing as individuals and as contributing members of society

Teachers:

(a) encourage students to become active, inquisitive and discerning citizens;
(b) create opportunities for students to understand, facilitate and respond to change; and
(c) engage students in activities that encourage diverse approaches and solutions but also reinforce the social responsibilities students have as citizens.

5. **Assistance in becoming life-long learners**

Teachers:

(a) link the curriculum and learning experiences to everyday life;
(b) encourage students to know about, reflect on and monitor their own learning; and
(c) assist students to develop and use ways to access and critically assess information.

Professional Knowledge

1. **Knowledge of the student**

Teachers know:

(a) how differences arising from cultural heritage, language, family, gender, community and other factors shape experience and impact on learning;
(b) how to recognize strengths and weaknesses of students;
(c) how teaching is shaped by what is known about human development and learning; and
(d) that teaching students with exceptionalities requires the use of specialized knowledge and skills.

2. **Knowledge of the curriculum**

Teachers know:

(a) the subject matter;
(b) how knowledge in their subject area is created, linked to other subjects and applied to life experiences;
(c) the curriculum relevant to their subject(s); and
(d) ways to connect curriculum expectations to curriculum resources and technologies.

3. **Knowledge of teaching practice**

Teachers know ways to:

(a) make knowledge and skills accessible to others;
(b) shape instruction so that it is helpful to students who learn in a variety of ways;
(c) motivate students;
(d) establish and modify instructional settings;
(e) manage time for instruction;
(f) establish classroom management strategies that support learning and respect the dignity of students;
(g) collaborate and structure interaction among students to ensure that shared learning, as well as individual learning, occurs;

(h) assess and evaluate student learning, student approaches to learning and the achievement of curriculum expectations; and

(i) communicate and collaborate with parents and others involved in the education of students.

4. **Knowledge of the learning environment**

Teachers know ways to identify and respond to:

(a) the factors in a diverse and changing society that impact on instruction;

(b) provincial legislation, local policies and procedures, and community norms that guide the decisions they make; and

(c) change as they engage in the change process.

Teaching Practice

1. **The student**

Teachers planning for instruction:

(a) apply knowledge of student backgrounds, experiences and learning styles;

(b) apply knowledge of how students develop and learn;

(c) apply knowledge of a student's physical, social and cognitive development;

(d) respond to learning exceptionalities and special needs;

(e) adapt teaching practice based on student achievement; and

(f) collaborate with professional colleagues to benefit student learning.

2. **Curriculum**

Teachers:

(a) adapt the methods of inquiry, content knowledge and skills required in the curriculum;

(b) link content and skills to everyday life experiences; and

(c) integrate a variety of teaching and learning strategies, activities and resources.

3. **Teaching and the changing context of the learning environment**

Teachers:

(a) carry out their duties as outlined in legislation;

(b) establish a safe and supportive learning environment;

(c) establish and maintain standards for student behaviour;

(d) enhance the learning environment with a variety of curriculum resources and available technologies;

(e) organize time and space to enrich the learning environment;

(f) develop student activities to promote social and group responsibilities;

(g) use classroom management skills to enhance learning; and

(h) apply teaching strategies to meet student needs.

4. **Assessment and evaluation of students**

Teachers:

(a) communicate clear, challenging and achievable expectations for students;
(b) gather data on student performance using a variety of assessment strategies;
(c) keep a continuous and comprehensive record of group and individual achievement; and
(d) report and provide ongoing feedback of individual achievement to students and parents.

5. **Reflection**

Teachers:

(a) integrate curriculum expectations into current teaching practice;
(b) reflect on current practice to determine if needs of individuals and groups of students are being met; and
(c) modify and refine teaching practice using a variety of sources and resources.

Leadership and Community

1. **Responsibility and service**

Teachers:

(a) acknowledge the responsibility of their position;
(b) build trust with students, parents and the community; and
(c) exercise professional integrity and judgement.

2. **Creation of a learning community**

Teachers:

(a) learn with and from their students, colleagues and others in communities of learners;
(b) motivate and inspire through sharing their vision;
(c) create opportunities for students to share their learning with their classmates, schoolmates, parents and the community; and
(d) reach out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting classroom and school activities.

3. **Sustaining learning through innovation and change**

Teachers:

(a) innovate and effect change through decision-making, initiating change, and evaluating and communicating results;
(b) engage others through shared problem-solving and conflict resolution;
(c) act both as team members and as team leaders; and
(d) acknowledge and celebrate effort and success.

Ongoing Professional Learning

1. **Teacher learning and student learning**

   Teachers:

   (a) understand that teacher learning is directly related to student learning;
   (b) act as role models who demonstrate lifelong learning; and
   (c) engage in a variety of learning opportunities both individual and collaborative that are integrated into practice for the benefit of student learning.

2. **Professional growth**

   Teachers:

   (a) recognize that continuous professional growth is an integral part of teaching;
   (b) recognize that teaching and professional growth are influenced by personal, social and educational contexts;
   (c) understand that teaching practice is enhanced by many forms of knowledge, ways of knowing and ways to access that knowledge; and
   (d) anticipate and plan the kinds of learning they will need to respond to a variety of educational contexts.

3. **Improving practice**

   Teachers:

   (a) demonstrate a commitment to continued professional growth;
   (b) know that professional learning is most effective when it is job-embedded, relevant and supported by others within the educational community;
   (c) reflect on their practice and learn from experience;
   (d) draw on and contribute, where appropriate, to various forms of educational research to improve their practice; and
   (e) collaborate with colleagues to enhance student learning

Ethical Standards for the Teaching Profession

The document *Ethical Standards for the Teaching Profession – Developmental Feedback* – is presently under discussion. Once approved in principle by the College Council, it will be inserted into this section.

Part 3
Internal Appraisal

The faculty of education seeking accreditation of its program(s) is required to conduct an **internal appraisal** as a first step in the accreditation process. The internal appraisal should allow the faculty to engage in a critical self-study to assess the quality and effectiveness of the pre-service teacher education program as described by the *Standards of Practice for the Teaching Profession*. As a result of the internal appraisal, the faculty will identify ways in which the program can be improved. The internal appraisal will also assist the faculty in collecting and organizing the documentation that will be used by the Accreditation Panel as part of its deliberations prior to the on-site visit.

The documentation will address areas such as faculty complement, curriculum, teacher candidates, administration and facilities at all main and satellite campuses, and outline the **conceptual framework** and mission of the program.

The **internal appraisal** prepares the faculty for the accreditation review.

Conceptual Framework

The **conceptual framework** should answer the question: What does teaching and learning mean in this program? The faculty of education must articulate the conceptual framework that grounds its program(s) and reflects the *Standards of Practice for the Teaching Profession*.

The conceptual framework for initial teacher preparation should be based upon relevant research and an informed, coherent image of teaching and learning that serves to guide work in a faculty of education and its host or associate schools.

The conceptual framework may be evidenced by but not limited to:

(a) A mission statement or statement of intent that the program is reflective of a comprehensive view of teacher as professional

(b) Integration of theory and practice; the program reflects elements of the conceptual framework

(c) Coherence among the *Standards of Practice for the Teaching Profession*, foundational knowledge, methods/curriculum content, and the practicum experience.

23

Part 4

Teacher Education Advisory Committee for Pre-service Teacher Education Programs

Teacher Education Advisory Committees were established at faculties of education in Ontario when responsibility for teacher education was transferred from the Ministry of Education to universities. One of the terms of the agreement at that time called for the establishment of a Teacher Education Advisory Committee.

Original Committee Membership

In the original agreements between the universities and the Ministry of Education, membership of the Teacher Education Advisory Committee was to include:

(a) the dean of the faculty of education
(b) one member appointed by the Minister of Education
(c) one member appointed by the Minister of Colleges and Universities
(d) four members appointed by the senate of the university
(e) three members appointed by the Ontario Teachers' Federation
(f) one member appointed by the Ontario Association of Education Administrative Officials
(g) one member appointed by Ontario Catholic Supervisory Officers' Association

Role of the Teacher Education Advisory Committee and the Ontario College of Teachers

A Teacher Education Advisory Committee shall be constituted by the professional education provider to advise and to make recommendations through the dean of a college or faculty, or the director of a school to the senate of the university and to the Registrar of the College on matters pertaining to the professional education and instruction of teachers. The Committee is an important mechanism for the exchange of information, raising issues and making recommendations on the quality and continuous improvement of the program.

The Teacher Education Advisory Committee is an integral part of the accreditation process. Minutes of the Advisory Committee meetings form a component of the documentation for the program's pre-service accreditation, and the ongoing monitoring of other programs leading to the additional qualifications of members of the College.

New Committee Membership During Initial Accreditation Period

As the Ontario College of Teachers assumes its role in accrediting pre-service teacher education programs, membership of the Teacher Education Advisory Committee should begin to reflect the expectations of the accreditation process. Representatives on the Teacher Education Advisory Committee may include some or all of the following:

(a) the dean of the college or faculty of education or director of a school of education
(b) representation from the Ministry of Education
(c) representation from the Ministry of Training, Colleges and Universities
(d) members of the Ontario Principals' Council
(e) members of the Catholic Principals' Council of Ontario
(f) members of the Association des directions et des directions adjointes des écoles franco-ontariennes
(g) members named by the senate of the university
(h) members of the Ontario Teachers' Federation
(i) members of the Ontario Public Supervisory Officers' Association
(j) members of the Ontario Catholic Supervisory Officers' Association
(k) members of the Association des agentes et des agents de supervision franco-ontariens
(l) members of the Ontario College of Teachers
(m) representatives of other groups as appropriate
(n) teacher candidates appointed by the faculty of education

Frequency of Meetings

The Teacher Education Advisory Committee should meet at least twice a year (as per original agreement with the Ministry of Education). Minutes of meetings should be kept to form part of the document for the accreditation review.

Part 5
Documents

The faculty of education will provide documents about the program(s) under review so that members of the Accreditation Panel can gain an understanding of both the information about the pre-service program and the culture of the faculty prior to the on-site visit.

The faculty of education is requested to submit to the College seven (7) copies of all documents (six copies for the panel members and one for the College files) except where one complete set is indicated in the document requests which follow. Documents must be sent to the College a minimum of sixty (60) days before the on-site visit. The documents should be clear and concise, and printed using minimum 11-point font size. A full set of curriculum vitae documents will be made available in the Exhibits Room.

Document Organization for Pre-service Accreditation

1. Design of Program

1.1 Conceptual Framework

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) Conceptual Framework
(b) Mission Statement
(c) Brief history of the program

1.2 Methods/ Didactics Courses

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice

Documents:

One complete set of all courses of study with course assignments and assessment criteria in the Exhibits Room

1.3 Foundations Courses

Standards:

Professional Knowledge
Teaching Practice
Leadership and Community

Documents:

One complete set of all courses of study with course assignments and assessment criteria in the Exhibits Room

1.4 Technology

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) The mandate and minutes of Information Technology Advisory Committee, if appropriate
(b) Partnerships with community, district school boards, associate schools
(c) Description of technological facilities at main campus, satellite campuses, and associate schools

1.5 Practicum

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) Practicum handbooks for teacher candidates, associate teachers, board partners
(b) Partnership agreements with district school boards
(c) Assessment criteria, rubrics
(d) Selection criteria for associate teachers, and associate schools, e.g., technological facilities
(e) Preparation and recognition of associate teachers
(f) Alternative practicum placements

2. Delivery of Program

2.1 Quality of Instruction

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice

Documents:

(a) Master timetable for Primary/Junior, Junior/Intermediate, Intermediate/Senior divisions in both consecutive and concurrent programs, including one for each site if appropriate

(b) Course/program evaluations
(c) Graduate comments
(d) Employer comments/survey results
(e) Off-campus site information:
    i. Teacher Candidates enrolled off-site
    ii. Number of faculty to deliver program
    iii. Courses offered
    iv. Description of facilities, partnership agreements
    v. Technological facilities

2.2 Quality of Practicum

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) Teacher Candidate/Associate Teacher evaluations of practicum
(b) Sample teacher candidate assessment forms, instructions for Associate Teachers
(c) Protocol/agreements with district school boards

2.3 Professional Community

Standards:

Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) Examples of faculty involvement in workshops, symposia, professional development events to support program, i.e., workshops for Associate Teachers, Ministry of Education curriculum development, involvement of associate teachers and teacher candidates in faculty governance, EQAO, etc.

(b) Partnerships, articulation agreements, cross-appointments of faculty

3. Teacher Candidates

3.1 Qualifications of Teacher Candidates

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community

Documents:

(a) Description of admissions process
(b) Sample admission forms, admission criteria
(c) Recruitment of candidates, and response to local district school board needs
(d) Equity Policies
(e) Access Initiatives
(f) Language Proficiency Policy

3.2 Profile of Teacher Candidates

Standard:

Commitment to Students and Student Learning

Documents:

See Statistics Forms, "1. Profile of Teacher Candidates", page 48

3.3 Monitoring and Advising the Progress of Teacher Candidates

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice

Documents:

See Statistics Forms, "2. Graduate Information", page 49

(a) Alumni Organization
(b) Post-degree Destinations of Graduates
(c) Graduation Requirements and Performance Assessment

4. Faculty of Education Personnel

4.1 Faculty Qualifications

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) One-page College information form for all personnel involved in the delivery of the pre-service program. *See Statistics Forms, "3. Summary Sheet :Individual Profiles of Academic Staff", page 50*

(b) ***One full set*** of curriculum vitae documents will be made available in the Exhibits Room. Please see Appendix V, page 50

4.2 Faculty Profile

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

See Statistics Forms, "4. Faculty Statistics", page 51

4.3 Professional Assignments

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) See Statistics Forms, "5. Teaching Assignments", page 52

(b) ***One copy only*** of the workload policy for members of faculty including sessional and part-time instructors will be made available in the Exhibits Room.

4.4 Professional Development

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

Policies and description of practices concerning faculty professional development

5. Faculty of Education Governance

5.1 Governance and Accountability

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice

Documents:

(a) Teacher Education Advisory Committee Minutes
(b) Teacher Candidate Associations
(c) Organizational Chart for Faculty

5.2 Resources for Teaching, Scholarship and for Operating the Faculty

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

(a) *See Statistics Forms, "6. Resources for Teaching, Scholarships, and Operating the Faculty", page 53*

5.3 Library Resources / Technological Resources

Standards:

Commitment to Students and Student Learning
Professional Knowledge
Teaching Practice
Leadership and Community
Ongoing Professional Learning

Documents:

See Statistics Forms, "7. Library Resources/Technological Resources", page 54

Part 6
The Accreditation Panel

After the faculty of education has completed its internal appraisal and compiled the required documentation, the Accreditation Panel will conduct the accreditation review.

Role of the Accreditation Panel

The role of the Accreditation Panel is central to the accreditation process. While on-site, the Accreditation Panel represents the College at all times. The award recommendation to accredit, accredit with conditions, or not accredit the faculty of education program is made by the Accreditation Panel. The Accreditation Committee then makes the accreditation decision.

Responsibilities of Panel Members

The responsibilities of the panel members to the accreditation process will involve time:

(a) to read the faculty of education program documentation, and to participate in the panel training pre-visit meeting of the panel
(b) to be an active member of the panel visit to the university campus
(c) to attend the post-visit report finalizing meeting.

Role of the Program Officer with the Accreditation Panel

The program officer supports the work of the Accreditation Panel. The program officer is responsible for organizing the panel training and pre-visit meeting, arranging details of the on-site visit, and facilitating the post-visit report meeting. In the tight timeline of the on-site visit, the program officer keeps all parties on task to meet the expectations of the visit, including the panel members' writing of the accreditation report.

Composition and Selection

Each accreditation on-site review team is composed of six people:

(a) three members of the Accreditation Committee
(b) one external representative with academic expertise in education nominated by the faculty of education under review
(c) one external representative who is a member of the College and who has expertise in teacher education
(d) one Accreditation Unit program officer to support the work of the panel

All members of the panel are identified as early as possible in the process so that they may participate fully in the panel training, read the documentation from the university, participate in the on-site panel visit and recommendation writing, and attend the post-visit report meeting.

External Representatives

a) Faculty Nominated

*(*This is a volunteer position supported by travel and accommodation expenses.)*

The external representative nominated by the faculty of education under review will be selected by the Accreditation Committee. Selection will be based upon the qualifications and availability of the individual representative.

The faculty of education nominee must not be employed by the university under review.

An understanding of the culture of a university and in particular a faculty of education would be an asset.

A 200-word biography of each nominee outlining the criteria that makes him/her an appropriate selection is required.

b) Ontario College of Teachers Representative

*(*This is a volunteer position supported by travel and accommodation expenses.)*

The external representative who is a member of the College will be selected by the Accreditation Committee. Members of the College have been invited to volunteer to serve on work groups and subcommittees. Those who have submitted their names and who have not yet served in an active function at the College will be sent invitations to participate in the panel process.

The Accreditation Committee subgroup will identify candidates (one for each panel and one alternate) based upon:

i. diverse representation
ii. the candidates' résumés
iii. site selection, and
iv. the availability of the individual candidate to participate in all aspects of the panel process.

c) Conflict of Interest Guidelines for Ontario College of Teachers Representative

Members of the Ontario College of Teachers appointed to serve on accreditation panels as the Ontario College of Teachers representative agree to abide by the following Conflict of Interest Guidelines. To participate on the accreditation panels, members must **not**:

i. work or have worked for the university under review

ii. have or have had a contract, partnership, or private company engaged in business with the university under review

iii. have acted as an associate teacher in the last two years for the university under review

iv. have a close, active association with the university under review for any reason, including having family members who may be employees or students at the faculty of education, family members who have applied for enrollment or employment at the faculty of education under review

v. have been paid as consultants, or appeared as speakers or received honorary degrees from the university

vi. feel that there is some predisposing factor that would prejudice them with respect to the faculty of education in question.

d) Confidentiality

Every person engaged in the accreditation process shall preserve confidentiality with respect to all matters that come to his or her attention in the course of his or her duties and shall not communicate any of those matters to any other person. Much of the information gathered during the accreditation process will not be public information. Under no circumstances will the accreditation recommendation be revealed to the university faculty by members of the panel.

Part 7
On-Site Panel Visit

After the documentation has been studied by members of the Accreditation Panel, an on-site visit is conducted. The Accreditation Panel will base its accreditation recommendation on the documentation and the on-site visit at the faculty of education.

The Bylaws of the Ontario College of Teachers

5.03 (e) The Accreditation Committee may from time to time appoint a minimum of three members of the committee to a panel and the panel shall meet as directed by the Committee, to review and make recommendations about the accreditation of a pre-service or in-service program or provider.

Purpose of the On-site Visit

The purpose of the panel's on-site visit is to allow the faculty and other interested parties to clarify, synthesize and supplement the information found in the documentation so that the panel will be able to reach an accreditation recommendation.

The internal appraisal and documents obtained prior to the visit serve as a basis for the review by an on-site team of peer evaluators. For the faculty of education, the on-site review lasts up to five days, and will assess the program under review, in conjunction with the self-appraisal and supporting documentation. Evidence of the *Standards of Practice for the Teaching Profession* is crucial to the accreditation process.

Description of Duties

Prior to the on-site visit, the panel members will read all of the documentation to identify strengths and weaknesses of the program, any omissions in the documentation, and innovative and creative aspects of the program. At a pre-visit meeting, the panel will discuss the documents and begin to formulate questions for the on-site interviews.

Each member of the panel will contribute significantly to the writing of the accreditation report.

Typically, the on-site review team could:

(a) meet with the dean of the faculty of education
(b) meet with members of the Teacher Education Advisory Committee
(c) meet with Resource Centre personnel
(d) meet with principals of associate schools and district school board officials linked to the program
(e) meet with faculty
(f) meet with teacher candidates
(g) meet with associate teachers
(h) provide an opportunity for an open forum with faculty, pre-service teacher candidates, representatives of interest groups, and others
(i) meet with stakeholders
(j) meet with discipline-specific committees
(k) meet with the leadership team: dean, program leaders
(l) visit field and off-campus sites
(m) meet with senior university administrators including the president, vice-president academic and financial officer
(n) tour facilities including library, technological areas, media centre, etc.
(o) receive delegations or written submissions from self-identified interest groups
(p) meet with alumni

Visit and spend time in an exhibits room:

(a) The exhibits room provides the opportunity for panel members to see evidence of the teacher candidates' learning, and to verify information found in the documentation. As well, the exhibits room could be used to augment the details of the documentation.

(b) The room will contain demonstrations of student learning – a "living documents" room to read and view samples of teacher candidates' products, portfolios, videotapes, CD ROMs, essays; artifacts that demonstrate the theory/practice connection.

See Appendix II, page 43 for more detail.

On-site Visit Timeline

The results of the internal appraisal and all required documentation will be sent to all panel members to be read. Within fourteen (14) days after the documentation has been sent, a meeting will be convened by the College staff to discuss the material, and to consider the agenda for the on-site visit of the panel. If omissions in the documentation have been noticed, the faculty of education will be contacted to send additional materials.

The on-site panel visit will last up to five (5) days.

The first part of the visit will be spent completing activities designed to assess the program (i.e., interviews, meetings, etc. as described above); the last part of the visit will be spent discussing, composing and writing the draft of the accreditation recommendation and report.

See Accreditation Panel's Schedule A: Sample Outline, Appendix III, page 45.

The Faculty of Education's Rejoinder

A rejoinder is an opportunity for the faculty of education **to correct inaccuracies in Sections 1, 2 and 3** of the Accreditation Panel's report, and in the appendices. A rejoinder is not to contain new information. Information not available by the conclusion of the on-site visit will not be considered by the Accreditation Committee.

The panel's report, Sections 1, 2 and 3, will be sent to the dean of the faculty of education within three to four weeks of the panel's on-site visit. Upon receipt of the report, the dean or designate of the faculty of education will have seven (7) working days to submit a rejoinder if he/she wishes. The rejoinder could take the form of a letter or short document (maximum 3 pages) to correct factual inaccuracies of Sections 1, 2 and 3 of the report, and the appendices. The rejoinder must be sent to the manager of the Accreditation unit at the College.

The rejoinder, if submitted, will be appended to the panel's report to the Accreditation Committee.

Part 8

The Accreditation Recommendation and Follow-up Procedures for a Pre-service Teacher Education Program Award

The Accreditation Panel is responsible for preparing the accreditation recommendation which summarizes the observations and recommendations of the panel. The accreditation recommendation is delivered to the Accreditation Committee for a decision on the accreditation of the faculty of education program.

Language

Language for the accreditation recommendation to the Accreditation Committee:

(a) **"Initial"** accreditation will be the term used for programs at each of the eleven (11) pilot sites from 1997/98 to 2000; "Initial" accreditation will apply for three (3) years.

The accreditation recommendation will be phrased in one of three ways:

i. Initial Accreditation Granted

ii. Initial Accreditation Granted with Conditions as established by the Accreditation Committee

iii. Initial Accreditation Not Granted

Decision

The accreditation decision: meaning and duration

The Accreditation Committee will receive the recommendation of the panel for accreditation of the particular pre-service teacher education program. The Accreditation Committee will make the accreditation decision.

After the pilot phase (1997/98 - 2000), it is proposed that the following definitions will apply:

(a) "Accreditation Granted" would be valid for five (5) years provided that there are no significant changes to the program through redesign, addition or deletion. The review process normally begins for the next review in the fourth year.

(b) "Accreditation Granted with Conditions" would be valid for three (3) years.

(c) "Accreditation Not Granted" would contain recommendations for improvements.

Programs awarded "Initial Accreditation Granted with Conditions"

A program which has been granted "Initial Accreditation with Conditions" must demonstrate within the timeline designated by the Accreditation Committee that the changes have been implemented. The faculty of education will be required to submit program/implementation reports to the Registrar in subsequent years (up to three) to demonstrate that steps are being taken to implement the changes indicated in the recommendations.

The Action Plan

Within six months of receiving the Accreditation Committee's award "Initial Accreditation Granted with Conditions", the dean of the faculty of education or director of *l'École des sciences de l'éducation* will submit to the Registrar an Action Plan that will specify how and when the required changes will be made to address the conditions identified in the Accreditation Committee's report.

The Faculty's Action Plan will address each condition under the corresponding *Standards of Practice for the Teaching Profession* as per the Accreditation Committee's Report. The plan will specify what action will be taken to address the conditions, the projected date for the action to be taken and examples of evidence that will demonstrate that the conditions have been addressed (e.g., supporting documents, evidence of implementation, demonstrations of performance, minutes of committee meetings etc.).

The Registrar will forward the Action Plan to the Accreditation Committee for information. The Action Plan will be reviewed by the Registrar and a summary report will be prepared for the Accreditation Committee.

The Annual Progress Report

Annually the dean of the faculty of education or director of *l'École des sciences de l'éducation* will submit a progress report. The annual progress report will provide a portfolio of activities and changes that have occurred as a result of the accreditation award with conditions. It will address the situation as it was prior to the award, the internal reflection that occurred following the award, improvements to the program to contribute to the removal of the conditions with supporting evidence, and new initiatives planned.

The Registrar will forward the annual report to the Accreditation Committee for information. The annual report will be reviewed by the Registrar and an executive summary report will be prepared for the Accreditation Committee.

Removal of Condition

The dean of the faculty of education or director of *l'École des sciences de l'éducation* receiving "Initial Accreditation Granted with Conditions" may initiate a request to have the program undergo accreditation, in consultation with the College, by a panel of the Accreditation Committee once it is felt the conditions have been addressed.

Programs awarded "Initial Accreditation Not Granted"

A faculty of education whose programs are denied initial accreditation ("Initial Accreditation Not Granted") may petition the College to conduct a full accreditation review of the program in the next academic year, in consultation with the college.

NOTE: In 2001, it is expected that an Accreditation Regulation will be in place. After that time, graduates from faculties of education whose programs have not been accredited will NOT be eligible for an Ontario Certificate of Registration. Teacher candidates enrolled in either the concurrent or consecutive program in the academic year in which the accreditation review was conducted will remain eligible for membership in the College. It will be incumbent upon faculties of education to notify prospective candidates for the next academic year that the program is not accredited, and that completion of the program would not enable candidates to become eligible for membership in the College.

Part 9
Appeal Procedures

After the Accreditation Committee has made its accreditation decision for a particular pre-service teacher education program, the faculty of education in question could, if it wished, appeal the decision. The College Bylaws detail the steps to be taken (see below).

Process

The recommendation of the Accreditation Panel for accreditation of a pre-service teacher education program is given to the Accreditation Committee at its first meeting following the on-site visit of the panel. Once the Accreditation Committee has made its decision, the faculty of education is notified by the Registrar. If the faculty of education disagrees with the decision and wants to appeal it, the faculty has fourteen (14) days to submit documentation to the Chair of the College Council indicating reasons for reconsideration. The College Council would consider the appeal at its next regular meeting and make the accreditation decision.

The Bylaws of the Ontario College of Teachers:

5.03. (h) The Accreditation Committee shall consider any recommendation for accreditation made by a panel appointed in accordance with this section and may direct the Registrar to accredit a pre-service or in-service program or provider subject to such terms, conditions or limitations as the Accreditation Committee deems appropriate, and to advise the provider of the Committee's determination.

(i) If a provider objects to the determination made by the Accreditation Committee regarding the provider or one of its programs it may request that the Accreditation Committee's decision be reconsidered by Council. Prior to Council reconsidering the matter, the provider shall be given notice of Council's intention to reconsider the decision of the Accreditation Committee and a copy of all reports and other documents that will be considered by Council in the course of its reconsideration. The provider shall be given at least 14 days to make written submissions to the Council. Thereafter Council shall consider the request for reconsideration of the Accreditation Committee's decision and shall notify the provider of the Council's decision.

(j) Except as provided by law or by the Bylaws, the Accreditation Committee and the Council need not hold a hearing or afford to any person an opportunity for a hearing or an opportunity to make oral or written submissions before making a decision or giving a direction under this section.

Part 10
Disclosure of the Accreditation Results

The executive summary, the recommendations and award decision will be public information. This procedure for disclosure is consistent with the mandate of the College to its members and to the public.

The Accreditation Report

The report will contain the following sections:

Section 1: Introduction – mission statement, history of the faculty, conceptual framework, major recent program changes

Section 2: Program components – options, courses, practicum details, degree requirements.

Section 3: Standards/Observations/Recommendations/Conditions

Section 4: Award Recommendation

Appendices with lists of names of interviewees, documents, the on-site agenda, and other items as necessary.

An executive summary, the recommendations and award decision become part of the public record of the accreditation process, and as such will be made available for publication in *Professionally Speaking/Pour parler profession*. Copies of the published material included in the public record will be made available to members of the College or members of the public upon request.

See Appendix IV, page 46 for The Accreditation Report Outline

Publication of Results

The College will disclose public information about the accreditation process, College policies and procedures related to accreditation, and essential information about the programs that it accredits, including the executive summary, the recommendations and the award decision for each program that it accredits.

Confidential Information

Documents provided by the faculty of education to the College in preparation for the accreditation review or appeal are considered to be the property of the faculty of education and will not be made available to the public by the College.

Disclosure of Results After June 2000

After the completion of Initial Accreditation pilot phase in June 2000, full public disclosure of subsequent reviews will occur.

The report, an executive summary and the award decision will become part of the public record of the accreditation process, and as such will be made available for publication in *Professionally Speaking/Pour parler profession*.

Copies of the published material will also be made available to members of the College or members of the public upon request.

Appendices

I. **Excerpts from the Education Legislation,** *(please see page 39)*

II. **Exhibits Room Guideline,** *(please see page 43)*

III. **Accreditation Panel's Schedule: A Sample Outline,** *(please see page 45)*

IV. **The Accreditation Report Outline,** *(please see page 46)*

V. **Statistical Forms to Accompany Documents,** *(please see page 47)*

VI. **Glossary of Terms,** *(please see page 55)*

VII. **Resource Documents,** *(please see page 60)*

Appendix I
Excerpts from the Education Legislation

Excerpts from the Education Legislation

An act to establish the Ontario College of Teachers and to make amendments to certain statutes

40. (1) Subject to the approval of the Lieutenant Governor in Council and with prior review by the Minister, the Council may make regulations,

19. respecting the accreditation of teacher education programs offered by post-secondary educational institutions and on-going education programs for teachers offered by post-secondary educational institutions and other bodies;

20. respecting requirements, including but not limited to standards, qualifications, examinations and experience requirements, for the issuance of certificates in respect of qualifications of members additional to those required for a certificate of qualification and registration, including but not limited to certificates of qualification as a supervisory officer;

23. establishing processes and criteria for issuing to members certificates in respect of qualifications additional to those required for a certificate of qualification and registration including but not limited to certificates of qualification as a supervisory officer;

Transitional provisions

62. (1) Every person who, on a day to be specified in a regulation made under subsection (2) holds an Ontario Teacher's Certificate or a letter of standing issued under the Education Act shall be deemed to hold a certificate of qualification and registration under this Act.

(2) Subject to the approval of the Lieutenant Governor in Council and with prior review by the Minister, the Council may make regulations specifying a day for the purposes of subsection (1) and providing a concordance between,

(a) qualifications held under the Education Act by persons affected by subsection (1) before the specified day; and

(b) certificates, including any terms, conditions or limitations on those certificates, held under this Act on and after the specified date.

Regulation 184/97 Teachers Qualifications (Excerpt):

"Program of professional education" means a program approved by the College and conducted at a college, faculty or school of education in Ontario that includes,

(a) a concentrated study of,
  (i) the primary and junior divisions, with or without a focus on the teaching of French as a second language,
  (ii) the junior division and one optional course from Schedule A that is in the intermediate division and a course related to grades 7 and 8 of the intermediate division,
  (iii) the intermediate and senior divisions including two optional courses from Schedule A, or
  (iv) technological studies, including a minimum of two optional courses from Schedule B at the basic level, or one optional course from Schedule B at the basic level and the other such course at the advanced level,

(b) studies in education including learning and development throughout the primary, junior, intermediate and senior division,

(c) teaching methods designed to meet the individual needs of pupils,

(d) the acts and regulations respecting education,

(e) a review of the curriculum guidelines issued by the Minister related to all of the divisions and a study of curriculum development, and

(f) a minimum of 40 days of practical experience in schools or in other situations approved by the College for observation and practice teaching;

The Bylaws of the Ontario College of Teachers

Excerpts relating to the Accreditation Committee and the Standards of Practice and Education Committee

5.03 Accreditation Committee

(a) the Council shall appoint nine of its members to the Accreditation Committee

(b) four of the members of the Accreditation Committee shall be persons who were appointed to the Council under clause 4 (2) (b) of the Act

(c) five of the members of the Accreditation Committee shall be persons who were elected to Council under clause 4 (2) (a) of the Act

(d) the Accreditation Committee shall, subject to the Act and regulations, review and give directions with respect to the accreditation of pre-service and in-service programs and providers, and report to Council regarding the accreditation of such programs and providers

(e) the Accreditation Committee may from time to time appoint a minimum of three members of the committee to a panel and the panel shall meet as directed by the Committee, to review and make recommendations about the accreditation of a pre-service or in-service program or provider

(f) up to two external representatives may be appointed to a panel of the Accreditation Committee to ensure a range of expertise, as the Accreditation Committee deems necessary and as approved by the Executive Committee

(g) external representatives appointed to a panel shall not be associated with the program or provider under review by that panel

(h) the Accreditation Committee shall consider any recommendation for accreditation made by a panel appointed in accordance with this section and may direct the Registrar to accredit a pre-service or in-service program or provider subject to such terms, conditions or limitations as the Accreditation Committee deems appropriate, and to advise the provider of the Committee's determination

(i) if a provider objects to the determination made by the Accreditation Committee regarding the provider or one of its programs it may request that the Accreditation Committee's decision be reconsidered by Council. Prior to Council reconsidering the matter, the provider shall be given notice of Council's intention to reconsider the decision of the Accreditation Committee and a copy of all reports and other documents that will be considered by Council in the course of its reconsideration. The provider shall be given at least 14 days to make written submissions to the Council. Thereafter Council shall consider the request for reconsideration of the Accreditation Committee's decision and shall notify the provider of the Council's decision

(j) except as provided by law or by the Bylaws, the Accreditation Committee and the Council need not hold a hearing or afford to any person an opportunity for a hearing or an opportunity to make oral or written submissions before making a decision or giving a direction under this section.

5.04 Standards of Practice and Education Committee:

(a) the Council shall appoint nine of its members to the Standards of Practice and Education Committee

(b) four of the members of the Standards of Practice and Education Committee shall be persons who were appointed to the Council under clause 4 (2) (b) of the Act

(c) five of the members of the Standards of Practice and Education Committee shall be persons who were elected to Council under clause 4 (2) (a) of the Act

(d) the Standards of Practice and Education Committee shall advise Council on the development of:

(i) Pre-service and in-service standards of practice

(ii) A provincial professional learning framework to support standards of practice and promote continuing competence among members of the College.

(e) the Standards of Practice and Education Committee may from time to time appoint a minimum of three members of the committee to a sub-committee, and the sub-committee shall meet as directed by the Committee to make recommendations with respect to issues within the scope of the Committee's work

(f) up to two external representatives may be appointed to a sub-committee of the Standards of Practice and Education Committee to ensure a range of expertise, as the Committee deems necessary and as approved by the Executive Committee.

APPENDIX II

Exhibits Room Guideline

The exhibits room should be available on the first day of the on-site visit for the panel members to familiarize themselves with the materials. Opportunities throughout the visit to study materials in the exhibits room will be provided.

The organization of the room should highlight the *Standards of Practice for the Teaching Profession*.

The exhibits room (alternately, the "living documents" room) should be large enough to serve as:

(a) a meeting room for the Accreditation Panel
(b) display area for all documents, course outlines, and teacher candidates' work
(c) a facility in which technological equipment can be housed and used, including computers, printers, video tape machines, and telephone.

Additionally, refreshments should also be available in the exhibits room. And for the convenience of the panel members and the interviewees, washrooms should be nearby.

The Exhibits

A list of all exhibits should be available for the Accreditation Panel. The organization of materials in the exhibits room should be clearly marked and identified so that materials can be easily found. Linking the exhibits to the standards of practice and conceptual framework is an important element of the display.

Suggested artifacts for the exhibits room:

(a) course outlines for all courses
(b) assessment materials (including teacher candidates' samples): examinations, portfolios, videotapes, etc.
(c) faculty vitae
(d) evaluation instruments for the curriculum materials
(e) internal review reports in the last five years
(f) course calendars
(g) advertising and recruitment brochures
(h) web page access and samples
(i) schedule of classes
(j) minutes from advisory and policy-making committees
(k) examples of teacher candidates' work—all programs

The Exhibits (continued)

Suggested artifacts for the exhibits room:

(l) practicum details: handbooks for teacher candidates, associate teachers, associate schools, school board officials, faculty, etc. for all programs at all sites
(m) procedures and policy manuals
(n) budget and finance information
(o) long range plans
(p) advising and course loads for faculty
(q) samples of faculty publications
(r) school newsletters
(s) university publications
(t) collective agreements
(u) one full set of curriculum vitae documents

APPENDIX III

Accreditation Panel's Schedule: A Sample Outline

Sunday:

12:00 **Exhibits Room**

Monday: Physical Plant and Administration

8:00 Exhibits room
9:00 Tour of faculty of education
9:45 Meeting with dean and associate deans
10:30 Meeting with president, vice-president academic, dean
12:00 Lunch
1:00 Faculty forum
3:00 Exhibits Room
4:00 to 9:00 Panel Debrief

Tuesday: Practicum and Field-based Courses

8:00 Exhibits room
9:00 Meeting with faculty liaisons and practicum coordinator
11:00 Meeting with teacher candidates
12:00 Lunch
1:00 Meeting with board liaisons and principals from associate schools
2:30 Meeting with associate teachers from associate schools
3:30 Meeting with graduates and alumni
4:00 to 9:00 Panel Debrief

Wednesday: Curriculum, Educational Studies, Foundations

8:00 Exhibits room
9:00 Meeting with Primary/Junior Course instructors
10:00 Meeting with Intermediate/Senior Course instructors
11:00 Meeting with foundations course instructors
12:00 Lunch
1:00 Meeting with education studies course instructors
2:00 Meeting with Teacher Education Advisory Committee, and/or special interest groups
3:30 Final submission opportunity
4:00 to 9:00 Panel Debrief

Thursday: Reflection and Report Writing

APPENDIX IV

The Accreditation Report Outline

Section 1: Introduction to the program (*2 pages*)

(a) Mission statement
(b) History of the faculty
(c) Conceptual framework
(d) Major recent program changes

Section 2: Program Components (*2 pages*)

(a) Program options
(b) Program course lists
(c) Practicum details
(d) Degree requirements

Section 3: Standards/Observations/Recommendations/Conditions

(a) Each standard will include observations made by the panel of the demonstration or evidence of the standard.
(b) Recommendations accompany each standard's observations.

Section 4: Award Recommendation

Appendix I: Individuals interviewed
On-site Agenda

Appendix II: List of documents

Appendix III: Faculty of education rejoinder (optional)

APPENDIX V

Statistical Forms to Accompany Documents

1. Profile of Teacher Candidates, *(please see page 48)*
2. Graduate Information, *(please see page 49)*
3. Summary Sheet: Individual Profiles of Academic Staff, *(Please see page 50)*
4. Faculty Statistics, *(please see page 51)*
5. Teaching Assignments, *(please see page 52)*
6. Resources for Teaching, Scholarship, and Operating the Faculty, *(please see page 53)*
7. Library Resources / Technological Resources, *(please see page 54)*

Appendix V

1. Profile of Teacher Candidates

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

Total University Enrollment -

Enrollment in the Faculty of Education -

Demographics of Teacher Candidates:

Female
Male
Average Age
Program enrollment: Primary/Junior
Junior/Intermediate
Intermediate/Senior
Technological Studies
Aboriginal/Native Education
Concurrent
Consecutive
Entering degrees: Bachelor of Arts
Bachelor of Science
Bachelor of Music
Bachelor of Physical and Health Education
Bachelor of Mathematics

Graduate degrees:

Other:

Appendix V

2. Graduate Information

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

Graduate destinations for the past three years:

(a) Employment as full-time teachers in publicly funded schools in Ontario
(b) Employment as occasional teachers in Ontario
(c) Employment as international teachers
(d) Employment in private/independent schools
(e) Employment in non-school settings
(f) Graduate work
(g) Other

Appendix V

3. Summary Sheet: Individual Profiles of Academic Staff

Name: _____

Specific responsibilities in the program: _____

Academic degrees: _____

Teacher professional qualifications: _____

Employment history as a teacher: _____

Elementary schools: _____

Secondary schools: _____

Universities: _____

Other post-secondary institutions: _____

Other: _____

A full set of the above summary sheets should be included with document submission sent to the College 60 days prior to an on-site visit.

Note:
One full set of curriculum vitae documents will be made available in the Exhibits Room.

Appendix V

4. Faculty Statistics

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

Faculty Profile:

	Female	Male	Total
1. Appointed full-time tenured and tenure-track			
2. Full-time non-tenure contract positions			
3. Part-time non-tenure contract positions			
4. Cross appointed full-time in the institution			
5. Appointed part-time in the faculty of education			
6. Appointed part-time, not employed in the institution			
7. Graduate teaching assistants			
8. Adjuncts			
9. Secondees			

Appendix V

5. Teaching Assignments

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

1. **Master timetable** for instructors in the pre-service program

2. **Summary of pre-service courses** taught by:

   a. Appointed full-time tenured and tenure-track
   b. Full-time non-tenure contract positions
   c. Appointed part-time in the faculty of education
   d. Cross appointed full-time in the institution
   e. Appointed part-time, not employed in the institution
   f. Graduate teaching assistants
   g. Adjuncts
   h. Secondees

3. **Practicum Supervision—Concurrent and Consecutive:**

   a. Number of teacher candidates in practicum

   b. Number of instructors

      i. Appointed full-time tenured and tenure-track assigned to supervise:
      ii. Full-time non-tenure contract positions assigned to supervise:
      iii. Appointed part-time in the faculty of education assigned to supervise
      iv. Cross appointed full-time in the institution assigned to supervise:
      v. Appointed part-time, not employed in the institution assigned to supervise:
      vi. Graduate teaching assistants
      vii. Adjuncts
      viii. Secondees

Appendix V

6. Resources for Teaching, Scholarship, and Operating the Faculty

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, 1999.*

1. **Personnel Resources in faculty of education**:

   (a) Administrators
   (b) Clerical staff
   (c) Support staff

2. **Organizational Chart for Faculty of Education**

3. **Financial Resources for Teaching, Scholarship, and Operating the Faculty** for the past 5 years:

   (a) total amount for faculty of education
   (b) amount directly supporting delivery of program
   (c) faculty professional development and travel

Appendix V

7. Library Resources / Technological Resources

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, 1999.*

Library resources for the past 5 years:

	University	Faculty (main campus)	Satellite Campuses
Total operating budget:			
Print:			
Total			
Books			
Periodicals			
Acquisitions			
Non-Print:			
Staffing:			
Total library employees			
Professional			
Non-professional			
Clerical			

Technological Resources:

Computer Labs:

Technological Resources available for Teacher Candidates:

APPENDIX VI

Glossary of Terms

Accreditation: a status granted to an educational program that has been found to meet or exceed criteria as established for the profession by the profession; a process for assessing and enhancing academic and educational quality through peer review.

Accreditation Committee: a standing committee of the College Council of the Ontario College of Teachers: the Accreditation Committee is comprised of nine members of the College Council – five elected members and four appointed members.

Accreditation Granted with Conditions: to receive this status, the Accreditation Committee must feel that the program has serious problems in a number of areas that perhaps need urgent attention. The faculty of education would be given three years to make the necessary changes to the program to meet the conditions, and would have to report to the Registrar annually on the progress to implement the changes.

Accreditation Panel: a cadre of educational experts and members of the College who with training and diligence review programs at faculties of education by reading the program documentation and participating in an on-site campus visit and report writing. The principal role of the Accreditation Panel is to make an accreditation recommendation to the Accreditation Committee. The Accreditation Panel is comprised of five members: three members of the College Council, one external representative nominated by the faculty of education whose program is under review, one member of the College who is selected by the Accreditation Committee. A program officer from the Accreditation Unit of the College acts as facilitator. **(Also called Panel)**

Accreditation Recommendation: the Accreditation Panel makes a recommendation to the Accreditation Committee regarding the status of the program under review. The three choices that the Accreditation Panel has are: "Accreditation Granted", "Accreditation Granted with Conditions", "Accreditation Not Granted". **See "Initial Accreditation".**

Alternative Practicum Placement: some faculties of education encourage their teacher candidates to practice their teaching skills in non-school settings, e.g., museums, historical sites, hospitals, prisons, group homes, etc. Part of the practicum experience often includes a session at such alternative practicum placements.

Associate School: a partnership between the faculty of education and a school is established so that several teacher candidates at one time practice at the same school; the arrangement allows the teacher candidates to work and reflect with each other, and to interact with many members of the school staff rather than with one particular teacher. As well, reciprocal arrangements are often made between the faculty of education and the associate school regarding in-service for teachers.

Associate Teacher: a teacher (member of the College) takes on the responsibility of mentoring, guiding, working with a teacher candidate over a period of time; the associate teacher is usually chosen for his or her expertise and experience. Along with the mentorship role, the associate teacher models excellence in teaching and professionalism, provides opportunities within the classroom for the teacher candidate to plan and practice different teaching methods, and participates in the assessment of the teacher candidate performance during the practicum.

College Council: the governing body of the Ontario College of Teachers is comprised of 31 members: 17 elected by the members of the College and 14 appointed by the provincial government. Members of the College Council attend meetings of the Council and serve on various committees and subcommittees of the College.

Conceptual Framework: the rationale and organizing principles that guide the development of the curriculum for pre-service teacher education. The conceptual framework is based upon relevant research and an informed, coherent image of teaching and learning. The conceptual framework may be evidenced by a mission statement and demonstrations of the integration of theory and practice. The conceptual framework should answer the question: what does teaching and learning mean in this program?

Concurrent Program: a program of the Bachelor of Education degree pursued by a teacher candidate simultaneously with his/her Bachelor of Arts, Bachelor of Science or other undergraduate degrees. Usually, a concurrent education program in Ontario is four or five years long.

Consecutive Program: a one-year program of Bachelor of Education pursued by a teacher candidate after having completed a Bachelor of Arts, Bachelor of Science, or other undergraduate or graduate degree. A teacher candidate may enter a one-year Diploma of Education program after having met particular entrance criteria for the program, e.g., Technological Education, Aboriginal Education.

Documents: the materials compiled by the faculty of education about the program under review. The documents cover a wide range of information about the program: conceptual framework, curriculum, resources, admissions policies, graduation requirements, practicum details, partnerships, etc. Usually the documents are organized during the internal appraisal.

Experiential Learning: literally, learning from experience; teacher candidates are given opportunities to learn practical applications of theory and skills – in school settings, and in non-school settings (museums, outdoor education centres, group homes, etc.).

Faculty: for the purposes of the accreditation process, "faculty" includes full-time, part-time, or sessional employees of a university with assignments as instructors, professors at different ranks, administrators, or other professional responsibilities.

Foundational Knowledge: the groundwork or basis of learning necessary to understand how children learn, how schools operate, how the education system has evolved, how official regulations govern education, how curriculum is constructed and used, etc.

Host School: See "Associate School".

Indicator: a statement that suggests the kind of evidence that a faculty of education should provide to indicate that the *Standards of Practice for the Teaching Profession* are demonstrated.

Initial Accreditation: each of the programs at the 10 faculties of education in Ontario will receive an initial accreditation review between 1998 and 2000. Initial accreditation carries with it a recommendation for "Initial Accreditation Granted", "Initial Accreditation Granted with Conditions", or "Initial Accreditation Not Granted". The life of the initial accreditation decision by the Accreditation Committee is three years.

Internal Appraisal: the initial step in the accreditation process. A faculty of education engages in a critical self-study to assess the quality and effectiveness of the pre-service teacher education program under review, and to identify ways in which the program can be improved. The internal appraisal is the first opportunity for the faculty to begin to collect and organize the necessary documentation for the accreditation review.

Knowledge Base: information, enlightenment and learning necessary for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Legislation: acts, regulations and bylaws governing education in Ontario.

Mentor: a more senior or experienced colleague who volunteers or is appointed to help and advise individuals new to their role. In pre-service teacher education programs, one of the roles of associate teachers is to serve as mentors for teacher candidates.

Mission Statement: a concise declaration of the purpose and goals of the program.

Ontario College of Teachers: the College

Ontario College of Teachers Act, 1996: an Act to establish the Ontario College of Teachers and to make amendments to certain statutes.

Part-time faculty: employees of a university who have less than a full-time assignment in the faculty of education. Some part-time faculty are full-time employees of the university with a portion of their assignments in the faculty of education. Other part-time faculty members are employed outside the university; sometimes, but not universally, these people are referred to as "adjunct faculty".

Pedagogical Studies: courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching and learning.

Practicum: the experience of practice teaching in school or alternative settings under the supervision of a certified teacher and members of the faculty of education. **See "Alternative Practicum Placement".**

Practitioner: someone who is a practising teacher.

Practitioner: someone who is a practising teacher.

Pre-service Teacher Education: a program of professional education (see Appendix I) that leads to a Bachelor of Education degree or a Diploma of Education; a program can be **concurrent**, i.e., the first undergraduate degree is studied concurrently with the Bachelor of Education degree, or **consecutive**, i.e., the Bachelor of Education degree is pursued upon completion of the first undergraduate degree or graduate degree. A Diploma of Education applies to a specific area of focus, most commonly technological education or aboriginal education.

Professional Community: an inclusive group of those individuals who contribute to the education of the teacher candidate, i.e., the faculty of education, the teacher candidates themselves, the associate teachers and other teaching staff in associate schools, students, faculty in the general studies and arts and sciences, the College, teacher federations, parent organizations, and others involved in the educational enterprise.

Professionally Speaking/Pour parler profession: the College magazine, published quarterly.

Program: a planned sequence of courses and experiences leading to a Bachelor of Education degree or a Diploma in Education completed either concurrently with a first undergraduate degree, or consecutively following the completion of an undergraduate degree or graduate degree.

Rejoinder: the faculty's written response to Sections 1, 2 and 3 of the Accreditation Panel's report. The rejoinder corrects inaccuracies in this section of the report, and may take the form of a letter or short document. A rejoinder is not required of the faculty if the faculty deems the information in Sections 1, 2 and 3 of the panel's report to represent correctly the information about the program under review. If the faculty chooses to write a rejoinder (maximum 3 pages), it is appended to the Panel's report submitted to the Accreditation Committee for the accreditation decision.

Relevant Technology: resources for the use of computers and other technologies in delivery, development, prescription and assessment of instruction, problem solving, school and classroom administration, educational research, electronic information access and exchange, and personal and professional productivity.

Satellite Campus: a location remote from the main campus where all or part of the pre-service teacher education program is delivered.

Self-practice: critical reflection of one's own teaching practices; reflective practice.

Standards of Practice: A self-regulatory body must be able to articulate what it is that makes that professional body unique. For the teaching profession, standards of practice include statements about students and student learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning. The standards of practice for the teaching profession provide the foundation for pre-service and in-service programs accredited by the Ontario College of Teachers. The College assumed, through the *Ontario College of Teachers Act, 1996*, the responsibility for the

accreditation of pre-service education programs at the faculties of education in Ontario universities. Through the accreditation of pre-service and in-service programs based on the standards of practice, the College provides members with opportunities for ongoing professional growth.

Teacher Candidate: an individual who is enrolled in a consecutive or concurrent pre-service teacher education program at a faculty of education.

Teacher Education Advisory Committee: a committee convened by the dean of the faculty of education or the director of the school to exchange information, raise issues, and make recommendations to the faculty on a program's quality and continuous improvement. Committee members are appointed for two-year terms. Advisory committee minutes indicate to the accreditation panel that the faculty of education is engaged in a transparent, public process to ensure that programs reflect changes in knowledge and practice, evidence *Standards of Practice for the Teaching Profession,* and assure consistency in the academic preparation of practitioners.

Tenured Faculty: a full-time member of the faculty of education who holds an appointment for an assured length of time after a period of probation; in most cases, the university senate has conferred upon him/her the status of permanent employment.

Tenure-track Faculty: a career path at the faculty of education with a guarantee of tenure after a given number of years of service or probationary period.

Appendix VII
Resource Documents

1. Indicators Development, *Standards of Practice for the Teaching Profession*
2. Document Organization for Pre-service Accreditation

Indicators Development

Backgrounder

One of the validation activities undertaken for the *Standards of Practice for the Teaching Profession* involved a half-day meeting with 10 people who had participated in the accreditation experience as a member of an accreditation panel. The meeting was held on the morning of May 27, 1999.

The validation activity was designed to assess how and to what extent the standards of practice were in evidence during the accreditation process.

The 10 participants included both members of Council and external members on the panels. There were participants from both the first and second year pilot accreditation projects. Participants drew their examples from both French and English faculty panel experiences.

The 10 panel members were divided into groups of 2 and assigned a staff member from the Standards of Practice and Education Unit or the Accreditation Unit to act as a facilitator and recorder. Each group of 2 panel members and the staff support person was assigned specific standards of practice. Panel members were requested to recall indicators of the key elements of the standards of practice "evidenced" during the panel accreditation process. They were encouraged by staff to provide specific examples and relate the source of the evidence.

Each group worked independently for 90 minutes. The staff support person transcribed the comments of participants using laptop computers. Each group then shared its work with the whole group using a wall screen projection of the laptop computer work. The whole group (10 panel members) shared additional ideas in order to refine the initial work and/or add other examples.

Following the half-day meeting staff members of both the Standards of Practice and Education Unit and Accreditation Unit worked to edit the material generated by the 10 panel members during the half-day session. The editing process focused on bringing consistency to the language (e.g. documents or documentation; students or teacher-candidates) and providing more clarity through specific examples.

The attached chart will highlight each key element of the standards of practice, indicators of that key element identified by panel members during the accreditation process and the source where that indicator was in evidence.

The validation activity provided useful information on how the standards of practice were "evidenced" in the context of the accreditation process. Panel members provided examples of where evidence of the key elements were observed either in documents forwarded to the College prior to the accreditation process, experienced during the on-site visits, through the exhibits and during the interviews with individuals and/or groups. Working through the key elements in this way also illustrated areas for further consideration as the Standards of Practice and Education Committee undertakes the revision of the standards of practice.

These considerations include:

- duplication in the key elements of the standards of practice
- clarification of meaning of text in the key elements
- the need to balance providing examples for faculties of how the standards may be "evidenced" and the risk of the College being perceived as prescriptive
- an overlap between the standards of practice and ethical standards

Summary

This validation activity was a useful undertaking. In a limited time period of approximately 2 ½ hours panel members had little difficulty providing examples of how these key elements were highlighted during the 7 panel experiences. Informal dialogue throughout the morning activity also suggested that panel members found the key elements very helpful when reflecting on the activities and observations of their panel. The key elements provided a common language for discussion and reflection. Refinement of the key elements will be helpful to the participants in future panels. This refinement should address the duplication evident in the key elements and the need for more clarity – particularly in the intended meaning of education terms.

Linda Grant

Linda Grant
Co-ordinator, Professional Affairs

Resource Document #1

(A)
Page 1

Commitment to Students and Student Learning

September 27, 1999

Key Element	Indicator	Source (On-Site Review)
Demonstration of care and commitment Teachers: 1(a) use the curriculum and available resources to support students in their learning	Courses of study were evident and identified highlighting the need to link Ontario curriculum and student learning	Documents, interviews, visitation
	Support teaching and learning with appropriately integrated technology Teacher-candidates are encouraged to create integrated studies	Interviews, exhibit room, visitation
1(b) model for students the curiosity, enthusiasm, and joy of learning	Teacher candidates' portfolios demonstrate curiosity, enthusiasm, and joy of learning through originality in design, language and contents	Exhibit room and interviews
	The conceptual framework includes references to life-long learning	Documents and interviews
	Engagement in teacher research demonstrates one path to lifelong professional learning.	Exhibit room and interviews, courses of study, teacher research reports
1(c) help students to appreciate their own identity, to learn more of their cultural heritage, and to build self-esteem	Program demonstrates diversity, ethno-cultural backgrounds. Diversity in faculty and teacher candidates evident/encouraged	Vitae, admissions process, interviews
	Evidence of community partnerships with a variety of groups (i.e. cultural and/or business and industry)	Documents, interviews, tours

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Commitment to Students and Student Learning

Key Element	Indicator	Source (On-Site Review)
1(d) demonstrate concern for student character, peer relationships, and personal aspirations	Evidence of reflective practice – opportunities for teacher candidates to keep journals, engage in peer mentoring programs, portfolios and/or self-assessment instruments	Exhibit room; interviews, portfolios
	Orientation to the school and local community to increase understanding of school culture	Student journals in exhibit room, and interviews
	Evidence of collaborative, collegial learning, e.g., teams, cohorts of candidates	Documents, interviews
1(e) reinforce the rights and responsibilities students have as citizens	Evidence of teacher candidates' work and participation in the community (modeling by faculty)	Documents, interviews
	Courses of study evidence rights and responsibilities, e.g., "issues" course	Documents
	Teacher education advisory committee demonstrates commitment to teacher professionalism, rights and responsibilities. Evidence of community involvement is present	Interviews, documents
Support for student learning **Teachers:** 2(a) understand and use a range of teaching methods to address learning, cultural, spiritual, and language differences, and family situations	Courses of study include preparation for the diversity found in publicly funded systems	Documents
	Evidence of teacher candidates' work demonstrates adaptation to needs of students	Exhibit room, interviews
	Lesson plans/units of study demonstrate accommodation to learners' needs. A range of learning styles is presented and opportunities exist for faculty to model a range of instrumental strategies.	Documents, exhibit room, interviews with associate teachers, teacher-candidates and faculty members
	Teacher candidates' learning needs accommodated as appropriate for teacher education program	Interviews with faculty members

Commitment to Students and Student Learning

Key Element	Indicator	Source (On-Site Review)
2(b) develop programs for students that incorporate a knowledge and understanding of human development and learning theory	Faculty encourages research on cognition and learning, and human development theory	Interviews, courses of study, tours (library)
	The balance between theory and practice clearly evidenced through courses of study and practicum experience	Library resources, interviews, documents, candidate portfolios
2 (c) use a variety of available resources to support curriculum expectations	Resources are current, accessible, and adequate	Tours, interviews, documents, exhibit room
	Knowledge of current Ontario curriculum	Interviews, documents, Education Advisory Committee
Equitable and respectful treatment Teachers: 3(a) accommodate the differences in students and respect their diversity	Environment is created to value diversity. Multiple points of view valued. Pictures, faculty pictures demonstrated diversity, photos of graduating classes.	Tours, interviews, exhibit room
	Differentiated faculty staffing is evident.	Documents, and interviews
	Evidence of accommodation for students for whom modifications are necessary and appropriate to a teacher education program	Documents, exhibit room (lesson plans), tour of facilities, special programs

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Resource Document #1

Commitment to Students and Student Learning

Key Element	Indicator	Source (On-Site Review)
3(b) help students to connect learning to their own life experiences and spiritual and cultural understandings	Evidence that teacher candidates have opportunities to interact with local community and area in which they practice teach i.e. students are encouraged to work on food banks and other community projects.	Interviews, portfolios
	Opportunities to fulfill practicum in the publicly funded system of teacher-candidate choice.	Documents, interviews, visitation
	Recognition of cultural events throughout the year	Interviews, tours, portfolios in exhibit room
3(c) provide a range of ways for students to demonstrate aptitudes, abilities, and learning	A variety of assessment tools are used to monitor and adjust instruction to student needs.	Documents, exhibit room, interviews
	Faculty members and associate teachers use a range of assessment strategies to monitor teacher candidate progress	Interviews and documents
	Opportunities to practise in non-traditional learning environments e.g. non-traditional practicum in parks, prison, libraries, retirement homes	Documents, interviews, exhibit room
Growing as individuals and as contributing members of society **Teachers:** 4(a) encourage students to become active, inquisitive, and discerning citizens	Evidence of community issues courses, community partnerships and faculty involvement in community initiatives	Interviews, documents, Curriculum Vitae
	Evidence of faculty involvement in provincial, national and international curriculum projects and forums	Curriculum Vitae

Commitment to Students and Student Learning

Key Element	Indicator	Source (On-Site Review)
4(b) create opportunities for students to understand, facilitate, and respond to change	Risk-taking environment to support action research and innovation and experimentation. E.g. action research, experimentation with teacher-candidates and associate teachers	Documents, exhibit room
	Provide opportunities for reflective practice (reflective journals, mentoring, inquiry, peer mentoring) Course time is dedicated to the topic of educational change	Documents, interviews, school board officials, course of study, timetable
4(c) engage students in activities that encourage diverse approaches and solutions but also reinforce the social responsibilities students have as citizens	Evidence of information and training in collaboration, group process and problem solving; conflict resolution, peer mediation	Documents, course outlines
	Evidence of case study approach to problem solving	Documents, course outlines, interviews
Assistance in becoming life-long learners **Teachers:** 5(a) link the curriculum and learning experiences to everyday life	Theory/practice continuum Evidence of curriculum and practicum experience linking theory and practice in every day life contexts Evidence of methods to support and engage teacher-candidates' lifelong learning (membership in or exposure to professional organizations) Faculty vitae highlight involvement in professional organizations and faculty leadership in local national and international presentations	Philosophy evident in interviews with faculty members, documents (mission statement, conceptual framework, course outlines) carousel presentations in exhibit room, curriculum vitae, interviews with associate teachers

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Key Element	Indicator	Source (On-Site Review)
5(b) encourage students to know about, reflect on, and monitor their own learning	Evidence of self-assessment and reflection as integral parts of the instructional process	Interviews, documents
	Evidence of dialogue between faculty members and teacher candidates	Teacher candidate journals, exhibit rooms, interviews
	Evidence of dialogue between faculty and associate teachers, between associate teachers and teacher candidates	Interviews, tours
5(c) assist students to develop and use ways to access and critically assess information	Evidence that access to resources is available	Interviews, tours
	Evidence for opportunities for students to access and assess information from print, media, and electronic sources	Course content, interviews, tours, school visits
	Evaluation and assessment policies and practices incorporate best practices, current research	Interviews, documents, exhibit room, associate teacher

Resource Document #1

(B)

Page 1

Professional Knowledge

September 27, 1999

Key Element	Indicator	Source (On-Site Review)
Knowledge of the student **Teachers know:** 1 (a) how differences arising from cultural heritage, language, family, gender, community, and other factors shape experience and impact on learning	Required course readings and related assignments on topics of diversity and multiculturalism	Interviews with teacher-candidates
	Faculty staffing complement	Faculty hiring policy
	Range of locations or practice placements to experience diversity and how it impacts on teaching/learning	Associate teacher interviews
1(b) how to recognize strengths and weaknesses of students	Evidence of opportunities for teacher-candidates to recognize strengths and weaknesses of students Practicum experience and evaluation include opportunities for teacher-candidates to learn and demonstrate assessment and evaluation strategies	Teacher-candidate interview, faculty interview, course outlines
1(c) how teaching is shaped by what is known about human development and learning	Required readings	Course outlines
	Application of human development and learning theories in the practicum Course content highlights current research into learning styles and human development theory and links this to student learning	Interview with faculty and associate teachers, course outlines, documents

Resource Document #1

Professional Knowledge

Key Element	Indicator	Source (On-Site Review)
1 (d) that teaching students with exceptionalities requires the use of specialized knowledge and skills	Courses across the program are infused with content which addresses issues around exceptionalities Practicum experiences provide opportunities to observe and work with children with special needs	Exhibit room, discipline committees, leadership team, library tour
	Resources and supports are available to teacher-candidate during practicum	Teacher- candidate interviews, documents
Knowledge of the curriculum **Teachers know:** 2(a) the subject matter	Admission requirements in teachable subjects	Leadership team
	Programs contain arts and physical education (Primary/Junior, Junior/Intermediate)	Advisory Committee
	Apply subject expertise in practicum	Exhibit room
	Ways to continually to improve learning with development in subject areas	Teacher candidates
2(b) how knowledge in their subject area is created, linked to other subjects, and applied to life experiences	Lesson plans/unit plans of teacher-candidates that demonstrate subject knowledge that links to other subjects and life experiences e.g. outdoor education and other cross-curricular activities	Exhibit room, portfolios, presentations
	Teacher-candidates and faculty members participate in subject associations and teacher conferences Opportunities to experience and practise integrated studies in practicum and course work	Interviews with associate teachers and principals

Professional Knowledge

Key Element	Indicator	Source (On-Site Review)
2(c) the curriculum relevant to their subject(s)	Availability and integration of most recent curriculum documents into course program content and teacher candidate assessment	Library tour, faculty interview
2(d) ways to connect curriculum expectations to curriculum resources and technologies	Infusion of instructional technology in all courses	Visit, tours
	A specialized course in technology application	Open forum
	Resource centres contain a range of curriculum resources ("traditional and high-tech") with instruction available as needed	Institution focus groups
	Teacher candidate access to faculty resources and technology	Teacher-candidate interview, associate teacher interview
Knowledge of teaching practice **Teachers know ways to:** 3(a) make knowledge and skills accessible to others	Content of methods courses	Exhibit room, course outlines
	Teaching practice is reflected in practicum assessment criteria	Interview associate teachers
	Reflection on teaching practice with regard to what works and what does not in real classroom settings	Teacher candidate interview, faculty interview
	Recognize the range of the knowledge and skills with regard to teaching practice that teacher-candidates bring to the program	Teacher candidate interview, faculty interview
	Demonstration, modelling of different teaching strategies for teacher-candidates during program delivery	Interviews with teacher-candidates and faculty

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Professional Knowledge

Key Element	Indicator	Source (On-Site Review)
3(b) shape instruction so that it is helpful to students who learn in a variety of ways	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting (Through structured inquiry into teaching practice-journals, peer coaching, mentoring, writing, teacher research) Opportunities provided to debrief practicum experiences	Exhibit room, course outline, interviews with teacher-candidates, associate teachers, and faculty
3(c) motivate students	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting Modelling of motivational techniques during faculty presentations and lessons	Exhibit room, course outline, interviews with teacher-candidate, associate teachers, and faculty
3(d) establish and modify instructional settings	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting	Exhibit room, course outline, interviews with teacher-candidates, associate teachers, and faculty

Key Element	Indicator	Source (On-Site Review)
3(e) manage time for instruction	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting Evidence of practice in long-term and short-term planning Balance of direct instruction, group work and independent work	Exhibit room, course outline, interviews with teacher-candidates, associate teachers, and faculty
3(f) establish classroom management strategies that support learning and respect the dignity of students	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting Structure of the program reflect the stages of readiness with regard to knowledge of teaching practice as teacher candidates move through the pre-service program	Exhibit room, course outline, interviews with teacher-candidates, associate teachers, and faculty
3(g) collaborate and structure interaction among students to ensure that shared learning, as well as individual learning, occurs	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting Knowledge of collaborative learning, strategies, co-operative learning, and independent learning strategies	Exhibit room, course outline, interviews with teacher-candidates, associate teachers, and faculty

Professional Knowledge

Key Element	Indicator	Source (On-Site Review)
3(h) assess and evaluate student learning, student approaches to learning, and the achievement of curriculum expectations	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting Knowledge of recent literature on assessment and evaluation, work of the EQAO and how to modify student programs	Exhibit room, course outline, interviews with teacher-candidates, associate teachers and faculty
3(i) communicate and collaborate with parents and others involved in the education of students	Content of methods courses Practicum assessment criteria Reflection on teaching practice with regard to what works and what does not in real classroom setting Teacher-candidates observe parent-teacher meetings, student-led conferences and school council meetings Teacher candidates learn how to develop school/community newsletter	Exhibit room, course outline, interviews with teacher-candidates, associate teachers, and faculty
Knowledge of the learning environment **Teachers know ways to identify and respond to:** 4(a) the factors in a diverse and changing society that impact on instruction	Course readings	Exhibit
	Assignments connected to the practicum emphasize the factors in a diverse and changing society that impact on instruction	School Board officials interviews, associate-teacher interviews
	Range of location for practicum placement	Leadership team meeting

Key Element	Indicator	Source (On-Site Review)
4(b) provincial legislation, local policies and procedures, and community norms that guide the decisions they make	Courses which deal with school law, ethics and community relations	Faculty interview
	Connection between pracicum experience and 4b	Leadership team meeting
	Linkages between the faculty and teacher federations and other professional organizations Involvement with school councils Observation of at least one school board meeting	Teacher candidate interview
4(c) change as they engage in the change process	Required readings on change theory	Course outlines, teacher-candidate assignments

(C)

Resource Document #1

Teaching Practice

Key Element	Indicator	Source (On-Site Review)
The Student Teachers planning for instruction: 1(a) apply knowledge of student backgrounds, experiences, and learning styles	Detailed lesson plans, faculty member journals	Exhibit room
	Faculty members model collaborative techniques	Interviews with faculty members
	Variety of room set-ups, classroom arrangements, lectures, electronic and information technology formats	On-site visit
1(b) apply knowledge of how students develop and learn	Variety and range with wide diversity of student materials. Attention to modification in student learning	Interviews with teacher-candidates, course of study
	Detailed lesson plans prepared by faculty and/or teacher-candidates	Exhibit room
1(c) apply knowledge of a student's physical, social, and cognitive development	Flexibility in teaching settings for groups and small collaborative groups working together. Need for hands-on activities in the teaching classroom with attention to student needs.	Tour of the facilities, course outlines
	Materials using visual aids and other resources brought into the planning.	Exhibit room, documentation
	Teacher-candidates are aware of protocols for communication with agencies working with students in school system	

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Resource Document #1
Teaching Practice

Key Element	Indicator	Source (On-Site Review)
1(d) respond to learning exceptionalities and special needs	Available literature (e.g. ESL package)	Exhibit room
	Candidate assessment and evaluation process includes responses to special needs students in the practicum.	Materials received pre-visit
1(e) adapt teaching practice based on student achievement	Teacher candidate lesson/unit plans Opportunities for teacher-candidates to debrief with faculty, peers and associate teachers Teacher-candidates learn to use a variety of assessment techniques Teacher-candidates learn how to use EQAO results	Exhibit room, interviews with teacher-candidates, associate teachers and faculty
1(f) collaborate with professional colleagues to benefit student learning	Highly collaborative computer programs involving students, associate teachers and principals.	Visitation included video-conferencing
	Open dialogue and organized workshops to share teaching strategies. (by teacher-candidates, faculty members and/or associate teachers) Teacher-candidates participate in school staff/department meetings, parent/teacher meetings and counselling sessions (as appropriate)	Pre-visit documentation, photos in exhibit room, interviews with associate teachers, teacher-candidates and faculty

Resource Document #1

Teaching Practice

Key Element	Indicator	Source (On-Site Review)
Curriculum Teachers: 2(a) adapt the methods of inquiry, content knowledge, and skills required in the curriculum	Lesson plans presented with course descriptions.	Exhibit room
	Alignment of teaching methodology with new Ontario curriculum documents.	Interviews with teacher-candidates, course outlines
2(b) link content and skills to everyday life experiences	Projects teacher-candidates submitted. Meaningful connections with student learning .	Exhibit room
2(c) integrate a variety of teaching and learning strategies, activities, and resources	Video shown in the exhibit room.	Exhibit room
	Use of a demonstration lesson in action. Reflection on the actual experiences in the classroom.	On-site visit, interviews with associate teachers

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Key Element	Indicator	Source (On-Site Review)
Teaching and the changing context of the learning environment **Teachers:** 3(a) carry out their duties as outlined in legislation	Dialogue with faculty members indicated understanding of the integration of legislation into the program	Exhibit room Interviews with principals and faculty, course outlines
3(b) establish a safe and supportive learning environment	Case study scenarios in School Law courses (Child and Family Services Act, Education Act, Trespass to Property Act, Health and Safety Legislation)	Course outlines, interviews with faculty, associate teachers and teacher-candidates
3(c) establish and maintain standards for student behaviour	Within course work: strategies of how to handle student behaviour	Interview with teacher-candidates, course outline
	Awareness of student behaviour codes in board policies	Interview with associate teachers
	Included in pre-service course presentations and observations in practicum setting.	Teacher- candidate interviews

Key Element	Indicator	Source (On-Site Review)
3(d) enhance the learning environment with a variety of curriculum resources and available technologies	Video-conferencing (i.e. "From chalk to mouse")	Interview with faculty
	Preparation of lesson plan materials using multi-media resources	Tour of the library facility
	Working with computers in the classroom Opportunities to work with I-T; imbedded in lesson delivery Resources: library, remove sites – must be current, relevant, accessible Opportunities to be in a school during the last week of August to see the preparation and organization needed for the beginning of the school year	Interviews, observation during visitations
3(e) organize time and space to enrich the learning environment	Offered optional learning activities using technology and resources	Library
	Flexibility in methodology in creating learning environments for student learning in the classroom. Examples of a variety of learning environments in the faculty of education setting (e.g. course readings, CD ROMS, Video, On-line technology	Library/Tour Multi-media areas
3(f) develop student activities to promote social and group responsibilities	Students working in groups and specific activities such as student councils Modelling of teamwork by faculty Demonstrations of collaborative/co-operative teaching and learning strategies Opportunities to learn how to reach consensus or find "common ground"	Interviews with faculty and associate teachers, teacher-candidates, publications, visitations

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Resource Document #1

Teaching Practice

Key Element	Indicator	Source (On-Site Review)
3(g) use classroom management skills to enhance learning	Course descriptions, opportunities to observe real classroom situations, available technological resources on topic	Interviews with teacher-candidates and associate teachers
3(h) apply teaching strategies to meet student needs	Lesson and Unit plans indicated strategies with modification	Exhibit Room
	Observation of associate teachers by teacher-candidates	Interviews with teacher-candidates, portfolios of teacher-candidates
Assessment and evaluation of students **Teachers:** 4(a) communicate clear, challenging, and achievable expectations for students	Attached to student work were assessment tools/ rubrics/ explanation of the use of assessment strategies from the new curriculum document and created their own	Exhibit Room Interviews with teacher-candidates
	Rubrics created for specific grade levels by faculty	Interviews
	Use of the electronic report cards included as part of the teacher candidate learning experience EQAO resources integrated into faculty program	Interviews, portfolios of teacher-candidates, course of study, documents

Key Element	Indicator	Source (On-Site Review)
4(b) gather data on student performance using a variety of assessment strategies	Course outlines/ use of student portfolios and board policies/ writing samples Practicum assignments provide opportunities to observe and practise ongoing student assessment Course readings on assessment are recent and relevant	Interviews with teacher-candidates and faculty members, course outlines
4(c) keep a continuous and comprehensive record of group and individual achievement	Individual teacher-candidates were attached to specific students EQAO materials, policies and practices shared with teacher-candidates	Interviews with teacher-candidates and faculty members, portfolios
4(d) report and provide ongoing feedback of individual achievement to students and parents	Teacher candidates requested to be involved in parent interviews Opportunities to work with MET report cards	Interviews with teacher candidates

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Resource Document #1
Teaching Practice

Key Element	Indicator	Source (On-Site Review)
Reflection **Teachers:** 5(a) integrate curriculum expectations into current teaching practice	Use of student journals as foundation for further growth and learning	Exhibit room
	Heavy emphasis on reflection with a variety of educational partners	Interviews with faculty members
	Sharing of experiences after practicum period	Interviews with teacher-candidates
	Video of faculty members using reflective journals	Exhibit room
	Faculty involved in teacher research	Faculty members' curriculum vitae
5(b) reflect on current practice to determine if needs of individuals and groups of students are being met	Use of reflective journals	Interviews with faculty
	Supervisors of the practicums used the journals as the foundation of the pre-service program	Interviews
	Faculty models collaboration	On-site visit
	Linkage with practitioners in the field	Interviews with associate teachers
5(c) modify and refine teaching practice using a variety of sources and resources	Candidates continue to use the journals in their teaching experiences after their pre-service programs	Interviews with faculty Exhibit room (flyer)
	Teacher candidates meet after practicums to share/collaborate on learning experiences.	Interviews with teacher-candidates

Resource Document #1

Leadership and Community

Key Element	Indicator	Source (On-Site Review)
Responsibility and service **Teachers:** 1(a) acknowledge the responsibility of their position	Presentation from the College of Teachers highlight the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*	Presentation, exhibit room (brochures from College)
	Professionally Speaking/Pour parler profession on view in classrooms	Visit, tours
	Modelling by faculty members	Visit, tours
	Course component on education law	Documents
	Courses on teaching in the Catholic community Knowledge of Professional Misconduct Regulation, *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*	Documents, interview teacher-candidates, meetings with stakeholders, meeting with leadership team
	Presentation by teachers' federation on ethics and duties of teachers	Interview teacher-candidates, meeting with leadership team
	Teacher Education Advisory Committee is in place and functional	
1(b) build trust with students, parents, and the community	Project "From chalk to mouse" (De la craie à la souris) Includes partnership: faculty, boards, schools, computer company	Visit, tours
	Examples of interpersonal and affective aspects of teaching were highlighted, especially in lesson plans and descriptions of classroom routines – building a relationship was very important to candidates; participation in extra-curricular activities	Exhibit room
	Candidates spoke of counseling situations with their students	Exhibit room (student reports)

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Resource Document #1
Leadership and Community

September 27, 1999

Key Element	Indicator	Source (On-Site Review)
	Faculty members teaching via video-conference gave phone number to candidates	Visit, tours
	Closeness of faculty members with candidates, openness	Interview teacher-candidates, faculty portfolio
	Teacher-candidates knew their responsibilities to parents	Interview teacher-candidates
	Teacher-candidates had access to dean – calls, visit, high level of contact. Visits to candidates by dean during practicum. Counselling beyond visits to classes	Interview teacher-candidates
1(c) exercise professional integrity and judgement	Modeled by members of faculty; professional attitude	Interview faculty
	Professionalism extended to their attitude not just toward their subject area but toward teaching in general and the profession of teaching	Interview faculty, interview focus groups, interview students
	What teachers said their intentions were, aligned with what the candidates said they got	Interview faculty, interview teacher-candidates
	Focus on congruence between what they say they wanted to do and what they carried out. Congruence: vision, values, actions. goals, intentions, delivery. "more than a plan"	Evidence that it permeated every aspect of the work, interview faculty, interview teacher-candidates, exhibit room, on-site visit

Resource Document #1

Leadership and Community

Key Element	Indicator	Source (On-Site Review)
Creation of a learning community **Teachers:** 2(a) learn with and from their students, colleagues, and others in communities of learners	Resource centre: mini-workshops on different subjects by community partners in teacher education, e.g. TVO, Centre franco-ontarien de ressources pédagogiques	Library/resources centre at faculty
	Faculty using team approach in their own work and in the candidates' work	Interview faculty, interview teacher-candidates, on-site visit
	Model for candidates (e.g. faculty members doing research together, co-authoring work)	Interview faculty
2(b) motivate and inspire through sharing their vision	Research done by faculty members illustrates international involvement	Interview faculty, documentation (Curriculum Vitae), interview teacher-candidates
	Framework (mission/vision statement) permeates practices and influences work of associate teachers, teacher-candidates and faculty members	Visit exhibit room, interview teacher candidates, publications by faculty
	Faculty working with Community College and other partners	Interview faculty, documents
	Associate teachers assist teacher-candidates in their learning but also benefit from new methodologies that candidates bring to school	Interviews with associate teachers

Resource Document #1
Leadership and Community

Key Element	Indicator	Source (On-Site Review)
	Training program for associate teachers including module on how to supervise, how to evaluate, how to mentor teacher- candidates	Interviews with associate teachers
	Mentoring teacher-candidates	Interviews with teacher-candidates and associate teachers
2(c) create opportunities for students to share their learning with their classmates, schoolmates, parents, and the community	Teacher-candidates' projects explaining different teaching/learning strategies (e.g. problem solving)	Exhibit room
	Teacher-candidates prepared a "carousel" exhibition	Interview teacher candidates
	Project work by teacher-candidates including evidence of sharing them with other candidates	Exhibit room
	Modelling (e.g. faculty members engaged in joint projects with other faculties of education nationally and internationally)	Interview faculty, documentation
	Modelling (e.g. inter-faculty projects, action research projects)	Interview faculty, meeting with leadership team
	Emphasis on ongoing professional learning for faculty through participation in national and international conferences	Documents, budget
	Emphasis on community partnerships supported through budgetary provisions	Documents, budget

Resource Document #1
Leadership and Community

Key Element	Indicator	Source (On-Site Review)
2(d) reach out to parents and to diverse local communities inviting them to share their knowledge and skills in supporting classroom and school activities	Aboriginal staff member provided for effective entry into aboriginal community	Visit, interview teacher-candidates, meeting with faculty, exhibits room
	Teacher-candidates visit museums Practicum included involvement in Parents' Night Visit to Corel Centre	Interview faculty, interview teacher-candidates
	Agreements with other faculties to offer courses to provide information on teaching profession	Meeting with leadership team, meeting with Advisory Committee
	Quality of publicly funded school systems is recognized and reflected in the work of the faculty	Interviews with stakeholders, interviews with teacher-candidates, meeting with leadership team
	Guest speakers in courses Many courses taught by practitioners in the field High level of participation by exemplary teachers	Interview teacher candidates, meeting with associate teachers, contracts/staffing
	Partnership with school board to share facilities and resources, including human resources, with satellite campus	Interview teacher-candidates, interview faculty
	Faculty working cooperatively with school boards to deliver courses	Meeting with faculty, documents, meeting with Advisory Committee

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Resource Document #1

Leadership and Community

Key Element	Indicator	Source (On-Site Review)
Sustaining learning through innovation and change **Teachers:** 3(a) innovate and effect change through decision-making, initiating change, and evaluating and communicating results	Faculty involved with excellence project in partnership with school board and schools	Meeting with faculty
	Latest research findings integrated into practice	Interview faculty, interview teacher-candidates, exhibit room, interviews with people from the field
	Technology integrated into instructional program	On-site visit
	Faculty members working with EQAO, MET, OCT and other provincial level organizations	Interview faculty, documentation (Curriculum Vitae)
	Teacher-candidates experienced diversity in classrooms during observation period in first week	Interview with teacher-candidates
3(b) engage others through shared problem-solving and conflict resolution	Student council and committees provide forum to discuss issues	Documents, interview teacher-candidates, interview faculty
	Advisory committees with stakeholders ...	Meetings with stakeholder groups, interview faculty, documents

Resource Document #1
Leadership and Community

Key Element	Indicator	Source (On-Site Review)
3(c) act both as team members and as team leaders	Student council at faculty	Interview teacher-candidates
	Modelling: faculty members responsible for different committees; teams of faculty and board people monitoring practicum	Meeting with faculty
3(d) acknowledge and celebrate effort and success	Many candidates talked about how they were evaluated and the efforts faculty and associate teachers made to affirm their strengths, especially in practicum	Interview teacher-candidates
	Recognition events at schools for teacher candidates, e.g. celebratory breakfast	Meeting with associate teachers, interview teacher candidates
	Very supportive faculty when weakness identified, openness to feedback and support	Interview teacher candidates
	Projects exhibited	Exhibit room
	After practicum, students shared experience as group Successes of teacher-candidates were shared and celebrated	Interview teacher candidates, interview faculty
	Recognition given to associate teachers	Interview with associate teachers

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Resource Document #1
Ongoing Professional Learning

Key Element	Indicator	Source (On-Site Review)
Teacher learning and student learning **Teachers:** 1(a) understand that teacher learning is directly related to student learning	Relevant and recent teaching experience of faculty members	Curriculum Vitae, interviews, exhibit room
	Research by faculty informs practice (e.g. action research, classroom research)	Interviews with faculty
	Faculty members model their own learning	Faculty publications, conference presentations
1(b) act as role models who demonstrate lifelong learning	Community involvement and knowledge of community-associate teachers and teacher-candidates i.e. (e.g. food banks, shelters)	Interviews, exhibits room, portfolios
	Mentorship programs that model the importance of research	Interviews
	Days that encourage reflective practice in teacher education program	Documents
1(c) engage in a variety of learning opportunities both individual and collaborative that are integrated into practice for the benefit of student learning	Opportunities in different courses to work in a collaborative environment with a variety of stakeholders Cross-appointments of faculty from elsewhere at the university to enrich program delivery Integrated units demonstrate theory into practice Associate teachers know the conceptual framework and integrate it into their practice A selection process for associate schools and associate teachers that is reflective of the conceptual framework and takes into account the full spectrum of educational institutions and systems Procedures for making selection of associate schools and associate teachers that are clearly specified	Portfolios, course outlines

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Resource Document #1
Ongoing Professional Learning

Key Element	Indicator	Source (On-Site Review)
Professional growth Teachers: 2(a) recognize that continuous professional growth is an integral part of teaching	Professional upgrading-research Drawing in community resources-complementing the program with outside resources to emphasize on-going professional learning Faculty is a facilitator, a model of continuous learning Professional learning opportunities for associate teachers and faculty Membership in professional organizations by faculty and associate teachers	Posters-inviting participation, observation, interviews of associate teachers, interviews with teacher-candidates, curriculum vitae of faculty
2(b) recognize that teaching and professional growth are influenced by personal, social, and educational contexts	A variety of practicum models	Course outlines, documents, portfolios, exhibit room
	Admission process	Documentation
	Diverse programs (e.g. Native programs, distance education) Diversity in faculty	Course outline, interviews, admission policies, resources-
2(c) understand that teaching practice is enhanced by many forms of knowledge, ways of knowing, and ways to access that knowledge	Long distance learning, internet use, theories of learning and knowledge applied to classroom-	Journals, interviews, tour of faculty, observation of teacher-candidates at work, exit interviews, carousel, exhibit room, presentations

Resource Document #1

Ongoing Professional Learning

Key Element	Indicator	Source (On-Site Review)
2(d) anticipate and plan the kinds of learning they will need to respond to a variety of educational contexts	Wide variety of electives-specialist in an area (outdoor education, reading recovery) Instill in teacher candidates the need to be flexible Evidence of effort to find alternative practicum placements for teacher-candidates	Course outlines, interviews, university mission statements
Improving practice Teachers: 3(a) demonstrate a commitment to continued professional growth	Faculty members model on-going professional growth through their research. They share and integrate research results in classroom practice Evidence of learning/growth plan for faculty Mentorship program for new faculty members is in place	Publications by faculty, Curriculum Vitae, interviews, faculty portfolios, university mission statement
3(b) know that professional learning is most effective when it is job-embedded, relevant and supported by others within the educational community	Elective program- teacher candidates are engaged in another type of practicum (prisons, alternate placements)	Interviews, documents
	Information is provided regarding the mandate and direction of professional bodies that may be engaged with teacher candidates in their professional lives	Minutes of meetings, exhibit room, brochures
	Mentorship program for associate teachers is in place	
	Selection process for associate teachers is clearly articulated	

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Resource Document #1

Ongoing Professional Learning

Key Element	Indicator	Source (On-Site Review)
3(c) reflect on their practice and learn from experience	Opportunities for post conferences with advisors exist for teacher candidates	Course outlines
	Peer conferencing is part of the program	Portfolios
	Journals kept by faculty members and/or teacher-candidates	Exhibit room
3(d) draw on and contribute, where appropriate, to various forms of educational research to improve their practice	Required reading	Course outlines, exhibit room
	Opportunities to develop research-skills and access research data	Portfolios
	Teacher candidates are encouraged to become "discerning consumers" of research	Course outlines
3(e) collaborate with colleagues to enhance student learning	Intra-faculty communication Faculty-field interaction to develop innovative programs	Photos in exhibit room
	Partnerships-networking Faculty student association is supported by faculty, teacher federations etc.	Curriculum committees, interviews, modelling collaborative ways of working within the faculty,. mission statement inviting collaboration, conceptual framework

Resource Document #2

Document Organization for Pre-service Accreditation

Category	Standard(s)	Documents
	CSSL = Commitment to students and Student learning **PK = Professional Knowledge** **TP = Teaching Practice** **L&C = Leadership and Community** **OPL = Ongoing Professional Learning**	
1. Design of Program		
1.1 Conceptual Framework	(CSSL, PK, TP, L&C, OPL)	(a) Conceptual Framework (b) Mission Statement (c) Brief history of the program
1.2 Methods/Didactics Courses	(CSSL, PK, TP)	***One complete set*** of all courses of study with course assignments and assessment criteria in the Exhibits Room (How do courses of study reflect the standards of practice for the teaching profession and the conceptual framework? What is the connection among the courses, teacher candidates, associate teachers, and learners?)
1.3 Foundations Courses	PK, TP, L&C	***One complete set*** of all courses of study with course assignments and assessment criteria in the Exhibits Room (How do courses of study reflect the standards of practice for the teaching profession and the conceptual framework? What is the connection among the courses, teacher candidates, associate teachers, and learners?)

Resource Document #2

1.4 Technology (CSSL, PK, TP, L&C, OPL)

(a) The mandate and minutes of Information Technology Advisory Committee, if appropriate
(b) Partnerships with community, district school boards, associate schools
(c) Description of technological facilities at main campus, satellite campuses, and associate schools

1.5 Practicum (CSSL, PK, TP, L&C, OPL)

(a) Practicum handbooks for teacher candidates, associate teachers, board partners
(b) Partnership agreements with district school boards
(c) Assessment criteria, rubrics
(d) Selection criteria for associate teachers, and associate schools, e.g., technological facilities
(e) Preparation and recognition of associate teachers
(f) Alternative practicum placements

2. Delivery of Program

2.1 Quality of Instruction (CSSL, TP, PK)

(a) Master timetable for Primary/Junior, Junior/Intermediate, Intermediate/Senior divisions in both consecutive and concurrent programs, including one for each site if appropriate
(b) Course/program evaluations
(c) Graduate comments
(d) Employer comments/survey results
(e) Off-campus site information:
  (i) Teacher Candidates enrolled off-site
  (ii) Number of faculty to deliver program
  (iii) Courses offered
  (iv) Description of facilities, partnership agreements
  (v) Technological facilities

Resource Document #2

2.2 Quality of Practicum (CSSL, PK, TP, L&C, OPL)	(a) Teacher Candidate/Associate Teacher evaluations of practicum (b) Sample teacher candidate assessment forms, instructions for associate teachers (c) Protocol/agreements with district school boards
2.3 Professional Community (PK, TP, L&C, OPL)	(a) Examples of faculty involvement in workshops, symposia, professional development events to support program, i.e., workshops for Associate Teachers, Ministry of Education curriculum development, involvement of associate teachers and teacher candidates in faculty governance, EQAO, etc. (b) Partnerships, articulation agreements, cross-appointments of faculty

3. Teacher Candidates

3.1 Qualifications of Teacher Candidates (CSSL, TP, PK, L&C)	(a) Description of admissions process (b) Sample admission forms, admission criteria (c) Recruitment of candidates, and response to local district school board needs (d) Equity Policies (e) Access Initiatives (f) Language Proficiency Policy

3.2 Profile of Teacher Candidates (CSSL)

See Statistics Forms, "1. Profile of Teacher Candidates", page 48

3.3 Monitoring and Advising the Progress Of Teacher Candidates — CSSL, TP, PK

See Statistics Forms, "2. Graduate Information", page 49

(a) Alumni Organization
(b) Post-degree Destinations of Graduates
(c) Graduation Requirements and Performance Assessment

(What are the multiple sources of data that a teacher candidate's assessment is based on – observations, demonstrated competence, portfolios, research papers, examinations, practicum reports, etc.? How does the faculty know if the teacher candidates are having an effect on student learning? Can teacher candidates devise strategies to improve individual student learning? What evidence does the faculty require that teacher candidates will have a positive impact on student learning? Is there a culminating experience where teacher candidates have an opportunity to reflect on their newly acquired knowledge, skills, and attitudes with faculty members?)

4. Faculty of Education Personnel

4.1 Faculty Qualifications (CSSL, PK, TP, L&C, OPL)

(a) One-page College information form for all personnel involved in the delivery of the pre-service program
See Statistics Forms, "3. Summary Sheet :Individual Profiles of Academic Staff", page 50
(b) ***One full set*** of curriculum vitae documents will be made available in the Exhibits Room. Please see Appendix V, page 50

4.2 Faculty Profile (CSSL, PK, TP, L&C, OPL)

See Statistics Forms, "4. Faculty Statistices", page 51

Resource Document #2

4.3	Professional Assignments (CSSL, PK, TP, L&C, OPL)	(a) *See Statistics Forms, "5. Teaching Assignments", page 52* (b) ***One copy only*** of the workload policy for members of faculty including sessional and part-time instructors will be made available in the Exhibits Room.
4.4	Professional Development (CSSL, PK, TP, L&C, OPL)	Policies and description of practices concerning faculty professional development

5. Faculty of Education Governance

5.1	Governance and Accountability (CSSL, TP, PK)	(a) Teacher Education Advisory Committee Minutes (b) Teacher Candidate Associations (c) Organizational Chart for Faculty
5.2	Resources for Teaching, Scholarship and for Operating the Faculty (CSSL, PK, TP, L&C, OPL)	*See Statistics Forms, "6. Resources for Teaching, Scholarships, and Opertaring the Faculty", page 53*
5.3	Library Resources / Technological Resources (CSSL, PK, TP, L&C, OPL)	*See Statistics Forms, "7. Library Resources/Technological Resources, page 54"*

Resource Document #2

Statistical Forms to Accompany Documents

1. Profile of Teacher Candidates, (please see page 48)
2. Graduate Information, (please see page 49)
3. Summary Sheet: Individual Profiles of Academic Staff , (please see page 50)
4. Faculty Statistics, (please see page 51)
5. Teaching Assignments, (please see page 52)
6. Resources for Teaching, Scholarship, and Operating the Faculty, (please see page 53)
7. Library Resources / Technological Resources, (please see page 54)

Resource Document #2

1. Profile of Teacher Candidates

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

Total University Enrollment –

Enrollment in the Faculty of Education –

Composition of Teacher Candidates:

Female
Male
Average Age
Program enrollment: Primary/Junior
Junior/Intermediate
Intermediate/Senior
Technological Studies
Aboriginal/Native Education

Concurrent
Consecutive
Entering degrees: Bachelor of Arts
Bachelor of Science
Bachelor of Music
Bachelor of Physical and Health Education
Bachelor of Mathematics

Graduate degrees:

Other:

Resource Document #2

2. Graduate Information

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

Graduate destinations for the past three years:

(a) Employment as full-time teachers in publicly funded schools in Ontario
(b) Employment as occasional teachers in Ontario
(c) Employment as international teachers
(d) Employment in private/independent schools
(e) Employment in non-school settings
(f) Graduate work
(g) Other

149

148

Resource Document #2

Summary Sheet: Individual Profiles of Academic Staff

Name: _____

Specific responsibilities in the program: _____

Academic degrees: _____

Teacher professional qualifications: _____

Employment history as a teacher: _____

Elementary schools: _____

Secondary schools: _____

Universities: _____

Other post-secondary institutions: _____

Other: _____

A full set of the above summary sheets should be included with document submission sent to the College 60 days prior to an on-site visit.

Note:
One full set of curriculum vitae documents will be made available in the Exhibits Room.

Resource Document #2

4. Faculty Statistics

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

Faculty Profile:

	Female	Male	Total
1. Appointed full-time tenured and tenure-track			
2. Full-time non-tenure contract positions			
3. Part-time non-tenure contract positions			
4. Cross appointed full-time in the institution			
5. Appointed part-time in the faculty of education			
6. Appointed part-time, not employed in the institution			
7. Graduate teaching assistants			
8. Adjuncts			
9. Secondees			

Resource Document #2

5. Teaching Assignments

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization section of the *Pre-service Initial Accreditation Handbook, 3rd Edition, 1999.*

1. **Master timetable for instructors in the pre-service program**

2. **Summary of pre-service courses taught by:**

   a. Appointed full-time tenured and tenure-track
   b. Full-time non-tenure contract positions
   c. Appointed part-time in the faculty of education
   d. Cross appointed full-time in the institution
   e. Appointed part-time, not employed in the institution
   f. Graduate teaching assistants
   g. Adjuncts
   h. Secondees

3. **Practicum Supervision—Concurrent and Consecutive:**

   a. Number of teacher candidates in practicum

   b. Number of instructors

      i. Appointed full-time tenured and tenure-track assigned to supervise:
      ii. Full-time non-tenure contract positions assigned to supervise:
      iii. Appointed part-time in the faculty of education assigned to supervise
      iv. Cross appointed full-time in the institution assigned to supervise:
      v. Appointed part-time, not employed in the institution assigned to supervise:
      vi. Graduate teaching assistants
      vii. Adjuncts
      viii. Secondees

Resource Document #2

6. Resources for Teaching, Scholarship, and Operating the Faculty

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization, Part 5, page 18 of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

1. **Personnel Resources in faculty of education:**

   (a) administrators
   (b) clerical staff
   (c) support staff

2. **Organizational Chart for Faculty of Education**

3. **Resources for Teaching, Scholarship, and Operating the Faculty for the past 5 years:**

   (a) total amount for faculty of education
   (b) amount directly supporting delivery of program
   (c) faculty professional development and travel

Resource Document #2

7. Library Resources / Technological Resources

In whatever format is appropriate, the following information is required for the pre-service accreditation documentation. Faculties of education are requested to refer to the Document Organization section of the *Pre-service Initial Accreditation Handbook, 3rd Edition, September, 1999.*

Library resources for the past 5 years:

	University	Faculty (main campus)	Satellite Campuses
Total operating budget:			
Print: Total			
Books			
Periodicals			
Acquisitions			
Non-Print:			
Staffing:			
Total library employees			
Professional			
Non-professional			
Clerical			

Technological Resources:

Computer Labs:
Technological Resources available for Teacher Candidates: